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Part II Listening Comprehension (30 minutes)

Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 1 to 4 are based on the conversation you have just heard.

1. A) Project organizer.
B) Public relations officer.
C) Marketing manager.
D) Market research consultant.
2. A) Quantitative advertising research.
B) Questionnaire design.
C) Research methodology.
D) Interviewer training.
3. A) They are intensive studies of people's spending habits.
B) They examine relations between producers and customers.
C) They look for new and effective ways to promote products.
D) They study trends or customer satisfaction over a long period.
4. A) The lack of promotion opportunity.
B) Checking charts and tables.
C) Designing questionnaires.
D) The persistent intensity.

Questions 5 to 8 are based on the conversation you have just heard.

5. A) His view on Canadian universities.
B) His understanding of higher education.
C) His suggestions for improvements in higher education.
D) His complaint about bureaucracy in American universities.
6. A) It is well designed.
B) It is rather inflexible.
C) It varies among universities.

- D) It has undergone great changes.
- 7. A) The United States and Canada can learn from each other.
- B) Public universities are often superior to private universities.
- C) Everyone should be given equal access to higher education.
- D) Private schools work more efficiently than public institutions.
- 8. A) University systems vary from country to country.
- B) Efficiency is essential to university management.
- C) It is hard to say which is better, a public university or a private one.
- D) Many private universities in the U.S. are actually large bureaucracies.

Section B

Directions: In this section, you will hear two passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 9 to 11 are based on the passage you have just heard.

- 9. A) Government's role in resolving an economic crisis.
- B) The worsening real wage situation around the world.
- C) Indications of economic recovery in the United States.
- D) The impact of the current economic crisis on people's life.
- 10. A) They will feel less pressure to raise employees' wages.
- B) They will feel free to choose the most suitable employees.
- C) They will feel inclined to expand their business operations.
- D) They will feel more confident in competing with their rivals.
- 11. A) Employees and companies cooperate to pull through the economic crisis.
- B) Government and companies join hands to create jobs for the unemployed.
- C) Employees work shorter hours to avoid layoffs.
- D) Team work will be encouraged in companies.

Questions 12 to 15 are based on the passage you have just heard.

- 12. A) Whether memory supplements work.
- B) Whether herbal medicine works wonders.
- C) Whether exercise enhances one's memory.
- D) Whether a magic memory promises success.
- 13. A) They help the elderly more than the young.
- B) They are beneficial in one way or another.
- C) They generally do not have side effects.

- D) They are not based on real science.
14. A) They are available at most country fairs.
B) They are taken in relatively high dosage.
C) They are collected or grown by farmers.
D) They are prescribed by trained practitioners.
15. A) They have often proved to be as helpful as doing mental exercise.
B) Taking them with other medications might entail unnecessary risks.
C) Their effect lasts only a short time.
D) Many have benefited from them.

Section C

Directions: In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 16 to 18 are based on the recording you have just heard.

16. A) How catastrophic natural disasters turn out to be to developing nations.
B) How the World Meteorological Organization studies natural disasters.
C) How powerless humans appear to be in face of natural disasters.
D) How the negative impacts of natural disasters can be reduced.
17. A) By training rescue teams for emergencies.
B) By taking steps to prepare people for them.
C) By changing people's views of nature.
D) By relocating people to safer places.
18. A) How preventive action can reduce the loss of life.
B) How courageous Cubans are in face of disasters.
C) How Cubans suffer from tropical storms.
D) How destructive tropical storms can be.

Questions 19 to 22 are based on the recording you have just heard.

19. A) Pay back their loans to the American government.
B) Provide loans to those in severe financial difficulty.
C) Contribute more to the goal of a wider recovery.
D) Speed up their recovery from the housing bubble.
20. A) Some banks may have to merge with others.
B) Many smaller regional banks are going to fail.
C) It will be hard for banks to provide more loans.
D) Many banks will have to lay off some employees.
21. A) It will work closely with the government.

- B) It will endeavor to write off bad loans.
 - C) It will try to lower the interest rate.
 - D) It will try to provide more loans.
22. A) It won't help the American economy to turn around.
 B) It won't do any good to the major commercial banks.
 C) It will win the approval of the Obama administration.
 D) It will be necessary if the economy starts to shrink again.

Questions 23 to 25 are based on the recording you have just heard.

23. A) Being unable to learn new things.
 B) Being rather slow to make changes.
 C) Losing temper more and more often.
 D) Losing the ability to get on with others.
24. A) Cognitive stimulation.
 B) Community activity.
 C) Balanced diet.
 D) Fresh air.
25. A) Ignoring the signs and symptoms of aging.
 B) Adopting an optimistic attitude towards life.
 C) Endeavoring to give up unhealthy lifestyles.
 D) Seeking advice from doctors from time to time.



Conversation 1 □□□□

M: So how long have you been a Market Research Consultant?

W: Well, I started straight after finishing university.

M: Did you study market research?

W: Yeah, and it really helped me to get into the industry, but I have to say that it's more important to get experience in different types of market research to find out exactly what you're interested in.

M: So what are you interested in?

W: Well, at the moment, I specialize in quantitative advertising research, which means that I do two types of projects. Trackers, which are ongoing projects that look at trends or customer satisfaction over a long period of time. The only problem with trackers is that it takes up a lot of your time. But you do build up a good relationship with the client. I also do a couple of ad-hoc jobs which are much shorter projects.

M: What exactly do you mean by ad-hoc jobs?

W: It's basically when companies need quick answers to their questions about their consumers' habits. They just ask for one questionnaire to be sent out for

example, so the time you spend on an ad-hoc project tends to be fairly short.

M: Which do you prefer, trackers or ad-hoc?

W: I like doing both and in fact I need to do both at the same time to keep me from going crazy. I need the variety.

M: Can you just explain what process you go through with a new client?

W: Well, together we decide on the methodology and the objectives of the research. I then design a questionnaire. Once the interviewers have been briefed, I send the client a schedule and then they get back to me with deadlines. Once the final charts and tables are ready, I have to check them and organize a presentation.

M: Hmm, one last question, what do you like and dislike about your job?

W: As I said, variety is important and as for what I don't like, it has to be the checking of charts and tables.

Questions 1 to 4 are based on the conversation you have just heard.

1. What position does the woman hold in the company?
2. What does the woman specialize in at the moment?
3. What does the woman say about trackers?
4. What does the woman dislike about her job?

Conversation 2 □□□□ vs □□□□

W: Hello, I'm here with Frederick. Now Fred, you went to university in Canada?

M: Yeah, that's right.

W: OK, and you have very strong views about universities in Canada. Could you please explain?

M: Well, we don't have private universities in Canada. They're all public. All the universities are owned by the government, so there is the Ministry of Education in charge of creating the curriculum for the universities and so there is not much room for flexibility. Since it's a government operated institution, things don't move very fast. If you want something to be done, then their staff do not have so much incentive to help you because he's a worker for the government. So I don't think it's very efficient. However, there are certain advantages of public universities, such as the fees being free. You don't have to pay for your education. But the system isn't efficient, and it does not work that well.

W: Yeah, I can see your point, but in the United States we have many private universities, and I think they are large bureaucracies also. Maybe people don't act that much differently, because it's the same thing working for a private university. They get paid for their job. I don't know if they're that much more motivated to help people. Also, we have a problem in the United States that usually only wealthy kids go to the best schools and it's kind of a problem actually.

M: I agree with you. I think it's a problem because you're not giving equal access to education to everybody. It's not easy, but having only public universities also might not be the best solution. Perhaps we can learn from

Japan where they have a system of private and public universities. Now, in Japan, public universities are considered to be the best.

W: Right. It's the exact opposite in the United States.

M: So, as you see, it's very hard to say which one is better.

W: Right, a good point.

Questions 5 to 8 are based on the conversation you have just heard.

5. What does the woman want Frederick to talk about?

6. What does the man say about the curriculum in Canadian universities?

7. On what point do the speakers agree?

8. What point does the man make at the end of the conversation?

Passage 1 □□□□

W: A recent International Labor Organization report says the deterioration of real wages around the world calls into question the true extent of an economic recovery, especially if government rescue packages are phased out too early. The report warns the picture on wages is likely to get worse this year despite indications of an economic rebound. Patrick Belser, an international labor organization specialist, says declining wage rates are linked to the levels of unemployment.

M: The quite dramatic unemployment features, which we now see in some of the countries, strongly suggest that there will be a great pressure on wages in the future as more people will be unemployed, more people will be looking for jobs and the pressure on employers to raise wages to attract workers will decline. So we expect that the second part of the year would not be very good in terms of wage growth.

W: The report finds more than a quarter of the countries experienced flat or falling monthly wages in real terms. They include the United States, Austria, Costa Rica, South Africa and Germany. International Labor Organization economists say some nations have come up with policies to lessen the impact of lower wages during the economic crisis. An example of these is work sharing with government subsidies. Under this scheme, the number of individual working hours is reduced in an effort to avoid layoffs. For this scheme to work, the government must provide wage subsidies to compensate for lost pay due to the shorter hours.

Questions 9 to 11 are based on the passage you have just heard.

9. What is the International Labor Organization's report mainly about?

10. According to an International Labor Organization's specialist, how will employers feel if there are more people looking for jobs?

11. What does the speaker mean by the work sharing scheme?

Passage 2 □□□□□□□□

Is there really a magic memory pill or a herbal recall remedy? I have been frequently asked if these memory supplements work. You know, one of the first things I like to tell people when they ask me about the supplements, is

that a lot of them are promoted as a cure for your memory. But your memory doesn't need a cure. What your memory needs is a good workout. So really those supplements aren't going to give you that perfect memory in the way that they promise. The other thing is that a lot of these supplements aren't necessarily what they claim to be, and you really have to be wary when you take any of them. The science isn't there behind most of them. They're not really well-regulated unless they adhere to some industry standard. You don't really know that what they say is in there, isn't there. What you must understand is that those supplements, especially in some eastern cultures, are part of a medical practice tradition. People don't just go in a local grocery store and buy these supplements. In fact, they are prescribed and they're given at a certain level, a dosage that is understood by a practitioner who's been trained. And that's not really the way they're used in this country. The other thing people do forget is that these are medicines, so they do have an impact. A lot of times people are not really aware of the impact they have, or the fact that taking them in combination with other medications might put you at increased risk for something that you wouldn't otherwise be countering or be at risk for.

Questions 12 to 15 are based on the passage you have just heard.

12. What question is frequently put to the speaker?
13. What does the speaker say about most memory supplements?
14. What do we learn about memory supplements in eastern cultures?
15. What does the speaker say about memory supplements at the end?

Recording 1 □□□□□□□□□□

W: The negative impacts of natural disasters can be seen everywhere. In just the past few weeks, the world has witnessed the destructive powers of earthquakes in Indonesia, typhoons in the Philippines, and the destructive sea waves that struck Samoa and neighboring islands. A study by the Center for Research on the Epidemiology of Disasters finds that, between 1980 and 2007, nearly 8,400 natural disasters killed more than two million people. These catastrophic events caused more than \$1.5 trillion in economic losses. U.N. weather expert Geoffrey Love says that is the bad news.

M: "Over the last 50 years, economic losses have increased by a factor of 50. That sounds pretty terrible, but the loss of life has decreased by a factor of 10 simply because we are getting better at warning people. We are making a difference. Extreme events, however, will continue to occur. But the message is that they need not be disasters."

W: Love, who is director of Weather and Disaster Risk Reduction at the World Meteorological Organization, says most of the deaths and economic losses were caused by weather, climate, or water-related extremes. These include droughts, floods, windstorms, strong tropical winds and wildfires. He says extreme events will continue. But he says extreme events become disasters only when people fail to prepare for them.

M: "Many of the remedies are well-known. From a planning perspective, it is pretty simple. Build better buildings. Don't build where the hazards will destroy them. From an early-warning perspective, make sure the warnings go right down to the community level. Build community action plans. "

W: The World Meteorological Organization points to Cuba and Bangladesh as examples of countries that have successfully reduced the loss of life caused by natural disasters by taking preventive action. It says tropical storms formerly claimed dozens, if not hundreds of lives, each year, in Cuba. But the development of an early-warning system has reversed that trend. In 2008, Cuba was hit by five successive hurricanes, but only seven people were killed. Bangladesh also has achieved substantial results. Major storm surges in 1970 and 1991 caused the deaths of about 440,000 people. Through careful preparation, the death toll from a super tropical storm in November 2007 was less than 3,500.

Questions 16 to 18 are based on the recording you have just heard.

16. What is the talk mainly about?

17. How can we stop extreme events from turning into disasters?

18. What does the example of Cuba serve to show?

Recording 2 □□□□□□

W: As U.S. banks recovered with the help of American government and the American taxpayers, President Obama held meetings with top bank executives, telling them it's time to return the favor. "The way I see it are banks now having a greater obligation to the goal of a wider recovery," he said. But the president may be giving the financial sector too much credit. "It was in a free fall, and it was a very scary period." Economist Martin Neil Baily said. After the failure of Lehman Brothers, many of the world's largest banks feared the worst as the collapse of the housing bubble exposed in investments in risky loans. Although he says the worst is just over, Bailey says the banking crisis is not. More than 130 US banks failed in 2009. He predicts high failure rates for smaller, regional banks in 2010 as commercial real estate loans come due.

M: "So there may actually be a worsening of credit availability to small and medium sized businesses in the next year or so."

W: Analysts say the biggest problem is high unemployment, which weakens demand and makes banks reluctant to lend. But US Bankcorp chief Richard Davis sees the situation differently.

M: "We're probably more optimistic than the experts might be. With that in mind, we're putting in everything we can, lending is the coal to our engine, so we want to make more loans. We have to find a way to qualify more people and not put ourselves at risk."

W: While some economists predict continued recovery in the future, Baily says the only certainty is that banks are unlikely to make the same mistakes - twice.

M: "You know, forecasting's become a very hazardous business so I don't want to commit myself too much. I don't think we know exactly what's going to happen but it's certainly possible that we could get very slow growth over the next year or two."

W: If the economy starts to shrink again, Baily says it would make a strong case for a second stimulus - something the Obama administration hopes will not be necessary.

Questions 19 to 22 are based on the recording you have just heard.

19. What does President Obama hope the banks will do?

20. What is Martin Neil Baily's prediction about the financial situation in the future?

21. What does U.S. Bankcorp chief Richard Davis say about its future operation?

22. What does Martin Neil Baily think of a second stimulus to the economy?

Recording 3 □□□□

W: A new study has failed to find any conclusive evidence that lifestyle changes can prevent cognitive decline in older adults. Still there are good reasons to make positive changes in how we live and what we eat as we age. Cognitive decline is the loss of ability to learn new skills, or recall words, names, and faces that is most common as we age. To reduce or avoid it, researchers have examined the effect of smoking, diet, brain-challenging games, exercise and other strategies. Researchers at Duke University scrutinized more than 160 published studies and found an absence of strong evidence that any of these approaches can make a big difference. Co-author James Burke helped design the study.

M: "In the observational studies we found that some of the B vitamins were beneficial.". "Exercise, diet, cognitive stimulation showed some positive effects, although the evidence was not so strong that we could actually consider these firmly established."

W: Some previous studies have suggested that challenging your brain with mentally stimulating activities might help. And Burke said that actually does seem to help, based on randomized studies - the researcher's gold standard.

M: "Cognitive stimulation is one of the areas where we did find some benefit. The exact type of stimulation that an individual uses is not as important as being intellectually engaged."

W: The expert review also found insufficient evidence to recommend any drugs or dietary supplements that could prevent or slow cognitive decline. However, given that there is at least some evidence for positive effects from some of these lifestyle changes, plus other benefits apparently unrelated to cognitive decline, Burke was willing to offer some recommendations.

M: "I think that by having people adopt a healthy lifestyle, both from a medical standpoint as well as nutritional and cognitive stimulation standpoint, we can reduce the incidence of cognitive decline, which will be proof that

these factors are, in fact, important."

W: James Burke of Duke University is one of the authors of a study reviewing previous research on cognitive decline. The paper is published online by the Annals of Internal Medicine.

Questions 23 to 25 are based on the recording you have just heard.

23. According to the speaker, what might be a symptom of cognitive decline in older adults?

24. According to James Burke, what does seem to help reduce cognitive decline?

25. What did James Burke recommend to reduce the incidence of cognitive decline?

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Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 1 to 4 are based on the conversation you have just heard.

1. A) The project the man managed at CucinTech.
B) The updating of technology at CucinTech.
C) The man's switch to a new career.
D) The restructuring of her company.
2. A) Talented personnel.
B) Strategic innovation.
C) Competitive products.
D) Effective promotion.
3. A) Expand the market.
B) Recruit more talents.
C) Innovate constantly.
D) Watch out for his competitors.
4. A) Possible bankruptcy.
B) Unforeseen difficulties.
C) Conflicts within the company.
D) Imitation by one's competitors.

Questions 5 to 8 are based on the conversation you have just heard.

5. A) The job of an interpreter.
B) The stress felt by professionals.
C) The importance of language proficiency.
D) The best way to effective communication.
6. A) Promising.
B) Admirable.
C) Rewarding.
D) Meaningful.

- 7. A) They all have a strong interest in language.
- B) They all have professional qualifications.
- C) They have all passed language proficiency tests.
- D) They have all studied cross-cultural differences.
- 8. A) It requires a much larger vocabulary.
- B) It attaches more importance to accuracy.
- C) It is more stressful than simultaneous interpreting.
- D) It puts one's long-term memory under more stress.

Section B

Directions: In this section, you will hear two passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 9 to 11 are based on the passage you have just heard.

- 9. A) It might affect mothers' health.
- B) It might disturb infants' sleep.
- C) It might increase the risk of infants' death.
- D) It might increase mothers' mental distress.
- 10. A) Mothers who breast-feed their babies have a harder time falling asleep.
- B) Mothers who sleep with their babies need a little more sleep each night.
- C) Sleeping patterns of mothers greatly affect their newborn babies' health.
- D) Sleeping with infants in the same room has a negative impact on mothers.
- 11. A) Change their sleep patterns to adapt to their newborn babies'.
- B) Sleep in the same room but not in the same bed as their babies.
- C) Sleep in the same house but not in the same room as their babies.
- D) Take precautions to reduce the risk of sudden infant death syndrome.

Questions 12 to 15 are based on the passage you have just heard.

- 12. A) A lot of native languages have already died out in the US.
- B) The US ranks first in the number of endangered languages.
- C) The efforts to preserve Indian languages have proved fruitless.
- D) More money is needed to record the native languages in the US.
- 13. A) To set up more language schools.
- B) To document endangered languages.
- C) To educate native American children.
- D) To revitalise America's native languages.
- 14. A) The US government's policy of Americanising Indian children.

- B) The failure of American Indian languages to gain an official status.
 - C) The US government's unwillingness to spend money educating Indians.
 - D) The long-time isolation of American Indians from the outside world.
15. A) It is being utilised to teach native languages.
- B) It tells traditional stories during family time.
 - C) It speeds up the extinction of native languages.
 - D) It is widely used in language immersion schools.

Section C

Directions: In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 16 to 18 are based on the recording you have just heard.

16. A) It pays them up to half of their previous wages while they look for work.
- B) It covers their mortgage payments and medical expenses for 99 weeks.
 - C) It pays their living expenses until they find employment again.
 - D) It provides them with the basic necessities of everyday life.
17. A) Creating jobs for the huge army of unemployed workers.
- B) Providing training and guidance for unemployed workers.
 - C) Convincing local lawmakers to extend unemployment benefits.
 - D) Raising funds to help those having no unemployment insurance.
18. A) To offer them loans they need to start their own businesses.
- B) To allow them to postpone their monthly mortgage payments.
 - C) To create more jobs by encouraging private investments in local companies.
 - D) To encourage big businesses to hire back workers with government subsidies.

Questions 19 to 22 are based on the recording you have just heard.

19. A) They measured the depths of sea water.
- B) They analyzed the water content.
 - C) They explored the ocean floor.
 - D) They investigated the ice.
20. A) Eighty percent of the ice disappears in summer time.
- B) Most of the ice was accumulated over the past centuries.
 - C) The ice ensures the survival of many endangered species.
 - D) The ice decrease is more evident than previously thought.
21. A) Arctic ice is a major source of the world's fresh water.

- B) The melting Arctic ice has drowned many coastal cities.
 - C) The decline of Arctic ice is irreversible.
 - D) Arctic ice is essential to human survival.
22. A) It will do a lot of harm to mankind.
- B) There is no easy way to understand it.
 - C) It will advance nuclear technology.
 - D) There is no easy technological solution to it.

Questions 23 to 25 are based on the recording you have just heard.

23. A) The reason why New Zealand children seem to have better self-control.
- B) The relation between children's self-control and their future success.
 - C) The health problems of children raised by a single parent.
 - D) The deciding factor in children's academic performance.
24. A) Children raised by single parents will have a hard time in their thirties.
- B) Those with a criminal record mostly come from single parent families.
 - C) Parents must learn to exercise self-control in front of their children.
 - D) Lack of self-control in parents is a disadvantage for their children.
25. A) Self-control can be improved through education.
- B) Self-control can improve one's financial situation.
 - C) Self-control problems may be detected early in children.
 - D) Self-control problems will diminish as one grows up.



Conversation One Cucin □□□□□□

W: So Mike, you managed the innovation project at CucinTech.

M: I did indeed.

W: Well then, first, congratulations! It seems to have been very successful.

M: Thanks, yes. I really helped things turn around at CucinTech.

W: Was the revival in their fortunes entirely due to strategic innovation?

M: Yes, yes I think it was. CucinTech was a company who were very much following the pack, doing what everyone else was doing, and getting rapidly left behind. I could see there was a lot of talent there, and some great potential - particularly in their product development. I just have to harness that somehow.

W: Was innovation at the core of the project?

M: Absolutely. If it doesn't sound like too much of a cliché, our world is constantly changing, and it's changing quickly. We need to be innovating constantly to keep up with this. Stand still, and you're lost.

W: No stopping to sniff the roses?

M: Well, I'll do that in my personal life, sure. But as a business strategy, I'm

afraid there's no stopping.

W: What exactly is strategic innovation then?

M: Strategic innovation is the process of managing innovation, of making sure it takes place at all levels of the company, and that it's related to the company's overall strategy.

W: I see.

M: So, instead of innovation for innovation's sake and new products being created simply because the technology is there, the company culture must switch from these point-in-time innovations to a continuous pipeline of innovations from everywhere and everyone.

W: How did you align strategies throughout the company?

M: I soon became aware that campaigning is useless. People take no notice. Simply it came about through good practice trickling down. This built consent - people could see it was the best way to work.

W: Does innovation on this scale really give a competitive advantage?

M: I am certain of it. Absolutely. Especially if it's difficult for a competitor to copy. The risk is, of course, that innovation may frequently lead to imitation.

W: But not if it's strategic?

M: Precisely!

W: Thanks for talking to us.

M: Sure.

Questions 1 to 4 are based on the conversation you have just heard.

1. What seems to have been very successful according to the woman speaker?
2. What did the company lack before the man's scheme was implemented?
3. What does the man say he should do in his business?
4. What does the man say is the risk of innovation?

Conversation Two □□□□□□□□

M: Today my guest is Dana Ivanovich who has worked for the last twenty years as an interpreter. Dana, welcome.

W: Thank you.

M: Now I'd like to begin by saying that I have on occasions used an interpreter myself, as a foreign correspondent, so I am full of admiration for what you do. But I think your profession is sometimes underrated, and many people think anyone who speaks more than one language can do it...

W: There aren't any interpreters I know who don't have professional qualifications and training. You only really get proficient after many years in the job.

M: And am I right in saying you can divide what you do into two distinct methods, simultaneous and consecutive interpreting?

W: That's right. The techniques you use are different, and a lot of interpreters will say one is easier than the other, less stressful.

M: Simultaneous interpreting, putting someone's words into another language

more or less as they speak, sounds to me like the more difficult.

W: Well, actually no, most people in the business would agree that consecutive interpreting is the more stressful. You have to wait for the speaker to deliver quite a chunk of language, before you then put it into the second language, which puts your short term memory under intense stress.

M: You make notes, I presume.

W: Absolutely, anything like numbers, names, places, have to be noted down, but the rest is never translated word for word. You have to find a way of summarizing it so that the message is there. Turning every single word into the target language would put too much strain on the interpreters and slow down the whole process too much.

M: But with simultaneous interpreting, you start translating almost as soon as the other person starts speaking. You must have some preparation beforehand.

W: Well, hopefully the speakers will let you have an outline of the topic a day or two in advance.

You have a little time to do research, prepare technical expressions and so on.

Questions 5 to 8 are based on the conversation you have just heard.

5. What are the speakers mainly talking about?
6. What does the man think of Dana's profession?
7. What does Dana say about the interpreters she knows?
8. What do most interpreters think of consecutive interpreting?

Passage One □□□□□□□□

Mothers have been warned for years that sleeping with their newborn infant is a bad idea because it increases the risk that the baby might die unexpectedly during the night. But now Israeli researchers are reporting that even sleeping in the same room can have negative consequences: not for the child, but for the mother. Mothers who slept in the same room as their infants, whether in the same bed or just the same room, had poorer sleep than mothers whose babies slept elsewhere in the house: They woke up more frequently, were awake approximately 20 minutes longer per night, and had shorter periods of uninterrupted sleep. These results held true even taking into account that many of the women in the study were breast-feeding their babies. Infants, on the other hand, didn't appear to have worse sleep whether they slept in the same or different room from their mothers. The researchers acknowledge that since the families they studied were all middle-class Israelis, it's possible that the results will be different in different cultures. Lead author Liat Tikotzky wrote in an email that the research team also didn't measure fathers' sleep, so it's possible that their sleep patterns could also be causing the sleep disruptions for moms. Right now, to reduce the risk of sudden infant death syndrome, the American Academy of Pediatrics recommends that mothers not sleep in the same bed as their babies, but sleep in the same room. The Israeli study suggests that doing so may be best for baby, but may take a toll on

Mom.

Questions 9 to 11 are based on the passage you have just heard.

9. What is the long-held view about mothers sleeping with new-born babies?
10. What do Israeli researchers' findings show?
11. What does the American Academy of Pediatrics recommend mothers do?

Passage Two □□□□□□□□

The US has already lost more than a third of the native languages that existed before European colonization and the remaining 192 are classed by the UNESCO as ranging between unsafe and extinct. "We need more funding and more effort to return these languages to everyday use," says Fred Nahwooksy of the National museum of the American Indian, "we are making progress, but money needs to be spent on revitalizing languages, not just documenting them." Some 40 languages mainly in California and Oklahoma where thousands of Indians were forced to relocate in the 19th century have fewer than 10 native speakers. Part of the issue is that tribal groups themselves don't always believe their languages are endangered until they are down to the last handful of speakers. "But progress is being made through immersion schools, because if you teach children when they are young, it will stay with them as adults and that's the future." says Mr. Nahwooksy, a Comanche Indian. Such schools have become a model in Hawaii, but the islanders' local language is still classed by the UNESCO as critically endangered because only 1000 people speak it. The decline in the American Indian languages has historical roots: In the mid-19th century, the US government adopted a policy of Americanizing Indian children by removing them from their homes and culture. Within a few generations most had forgotten their native tongues. Another challenge to language survival is television. It has brought English into homes, and pushed out traditional storytelling and family time together, accelerating the extinction of native languages.

Questions 12 to 15 are based on the passage you have just heard.

12. What do we learn from the report?
13. For what purpose does Fred Nahwooksy appeal for more funding?
14. What is the historical cause of the decline in the American Indian Languages?
15. What does the speaker say about television?

Recording 1 □□□□

W: Grag Rosen lost his job as a sales manager nearly three years ago, and is still unemployed.

M: It literally is like something in a dream to remember what is like to actually be able to go out and put in a day's work and receive a day's pay.

W: At first, Rosen bought groceries and made house payments with the help from unemployment insurance. It pays laid off workers up to half of their previous wages while they look for work. But now that insurance has run out

for him and he has to make tough choices. He's cut back on medications and he no longer help support his disabled mother. It is devastating experience. New research says the US recession is now over. But many people remain unemployed and unemployed workers face difficult odds. There is literally only one job opening for every five unemployed workers. So four out of five unemployed workers have actually no chance of finding a new job. Businesses have downsized or shut down across America, leading fewer job opportunities for those in search of work. Experts who monitor unemployment statistics here in Bucks County, Pennsylvania, say about 28,000 people are unemployed, and many of them are jobless due to no fault of their own. That's where the Bucks County CareerLink comes in. Local director Elizabeth Walsh says they provide training and guidance to help unemployed workers find local job opportunities. "So here's the job opening, here's the job seeker, match them together under one roof," she said. But the lack of work opportunities in Bucks County limits how much she can help. Rosen says he hopes Congress will take action. This month he launched the 99ers Union, an umbrella organization of 18 Internet-based grassroots groups of 99ers. Their goal is to convince lawmakers to extend unemployment benefits. But Pennsylvania State Representative Scott Petri says governments simply do not have enough money to extend unemployment insurance. He thinks the best way to help the long-term unemployed is to allow private citizens to invest in local companies that can create more jobs. But the boost in investor confidence needed for the plan to work will take time. Time that Rosen says still requires him to buy food and make monthly mortgage payments. Rosen says he'll use the last of his savings to try to hang onto the home he worked for more than 20 years to buy. But once that money is gone, he says he doesn't know what he'll do.

Questions 16 to 18 are based on the recording you have just heard.

16. How does unemployment insurance help the unemployed?
17. What is local director Elizabeth Walsh of the Bucks County CareerLink doing?
18. What does Pennsylvania State Representative Scott Petri say is the best way to help the long-term unemployed?

Recording 2 □□□□□□□□

W: Earlier this year, British explorer Pen Huddle and his team trekked for three months across the frozen Arctic Ocean, taking measurements and recording observations about the ice.

M: Well we'd been led to believe that we would encounter a good proportion of this older, thicker, technically multi-year ice that's been around for a few years and just gets thicker and thicker. We actually found there wasn't any multi-year ice at all.

W: Satellite observations and submarine surveys over the past few years had shown less ice in the polar region, but the recent measurements show the loss

is more pronounced than previously thought.

M: We're looking at roughly 80 percent loss of ice cover on the Arctic Ocean in 10 years, roughly 10 years, and 100 percent loss in nearly 20 years.

W: Cambridge scientist Peter Wadhams, who's been measuring and monitoring the Arctic since 1971 says the decline is irreversible.

M: The more you lose, the more open water is created, the more warming goes on in that open water during the summer, the less ice forms in winter, the more melt there is the following summer. It becomes a breakdown process where everything ends up accelerating until it's all gone.

W: Martin Sommerkorn runs the Arctic program for the environmental charity the World Wildlife Fund.

M: The Arctic sea ice holds a central position in the Earth's climate system and it's deteriorating faster than expected. Actually it has to translate into more urgency to deal with the climate change problem and reduce emissions.

W: Sommerkorn says a plan to reduce greenhouse gas emissions blamed for global warming needs to come out of the Copenhagen Climate Change Summit in December.

M: We have to basically achieve there the commitment to deal with the problem now. That's the minimum. We have to do that equitably and we have to find a commitment that is quick.

W: Wadhams echoes the need for urgency.

M: The carbon that we've put into the atmosphere keeps having a warming effect for 100 years. So we have to cut back rapidly now, because it will take a long time to work its way through into a response by the atmosphere. We can't switch off global warming just by being good in the future, we have to start being good now.

W: Wadhams says there is no easy technological fix to climate change. He and other scientists say there are basically two options to replacing fossil fuels, generating energy with renewables, or embracing nuclear power.

Questions 19 to 22 are based on the recording you have just heard.

19. What did Pen Huddle and his team do in the Arctic Ocean?

20. What does the report say about the Arctic region?

21. What does Cambridge scientist Peter Wadhams say in his study?

22. How does Peter Wadhams view climate change?

Recording 3 □□□□□□□□

M: From a very early age, some children exhibit better self-control than others. Now, a new study that began with about 1,000 children in New Zealand has tracked how a child's low self-control can predict poor health, money troubles and even a criminal record in their adult years. Researchers have been studying this group of children for decades now. Some of their earliest observations have to do with the level of self-control the youngsters displayed. Parents, teachers, even the kids themselves, scored the youngsters on measures like "acting before thinking" and "persistence in reaching goals."

The children of the study are now adults in their 30s. Terry Moffitt of Duke University and her research colleagues found that kids with self-control issues tended to grow up to become adults with a far more troubling set of issues to deal with.

W: The children who had the lowest self-control when they were aged 3 to 10, later on had the most health problems in their 30s, and they had the worst financial situation. And they were more likely to have a criminal record and to be raising a child as a single parent on a very low income.

M: Speaking from New Zealand via skype, Moffitt explained that self-control problems were widely observed, and weren't just a feature of a small group of misbehaving kids.

W: Even the children who had above-average self-control as pre-schoolers, could have benefited from more self-control training. They could have improved their financial situation and their physical and mental health situation 30 years later.

M: So, children with minor self-control problems were likely as adults to have minor health problems, and so on. Moffitt said it's still unclear why some children have better self-control than others, though she says other researchers have found that it's mostly a learned behavior, with relatively little genetic influence. But good self-control can be set to run in families in that children who have good self-control are more likely to grow up to be healthy and prosperous parents.

W: Whereas some of the low-self-control study members are more likely to be single parents with a very low income and the parent is in poor health and likely to be a heavy substance abuser. So that's not a good atmosphere for a child. So it looks as though self-control is something that in one generation can disadvantage the next generation.

M: But the good news is that Moffitt says self-control can be taught by parents and through school curricula that have proved to be effective. Terrie Moffitt's paper on the link between childhood self-control and adult status decades later is published in the Proceedings of the National Academy of Sciences.

Questions 23 to 25 are based on the recording you have just heard.

23. What is the new study about?

24. What does the study seem to show?

25. What does Moffitt say is the good news from their study?

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Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 1 to 4 are based on the conversation you have just heard.

1. A) It focuses on the efforts countries can make to deal with global warming.
B) It links the science of climate change to economic and policy issues.
C) It studies the impacts of global climate change on people's lives.
D) It tries to predict the possible trends of global climate change.
2. A) It would be more costly to deal with its consequences than to avoid it.
B) It will take a long time before a consensus is reached on its impact.
C) It is the most pressing issue confronting all countries.
D) It is bound to cause endless disputes among nations.
3. A) The raising of people's awareness.
B) The signing of a global agreement.
C) The cooperation among world major powers.
D) The transition to low-carbon energy systems.
4. A) Plan well in advance.
B) Adopt new technology.
C) Carry out more research on it.
D) Cut down energy consumption.

Questions 5 to 8 are based on the conversation you have just heard.

5. A) When luck plays a role.
B) Whether practice makes perfect.
C) What determines success.
D) How important natural talent is.
6. A) It knocks at your door only once in a while.
B) It means being good at seizing opportunities.
C) It is something that no one can possibly create.
D) It comes naturally out of one's self-confidence.

7. A) Practice is essential to becoming good at something.
B) One should always be ready to seize opportunities.
C) One must have natural talent to be successful.
D) Luck rarely contributes to a person's success.
8. A) People who love what they do care little about money.
B) Being passionate about work can make one wealthy.
C) Putting time and effort into fun things is profitable.
D) People in need of money work hard automatically.

Section B

Directions: In this section, you will hear two passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 9 to 12 are based on the passage you have just heard.

9. A) A tall chimney.
B) A huge piece of rock.
C) The peak of a mountain.
D) The stump of a giant tree.
10. A) Human activity.
B) Chemical processes.
C) Wind and water.
D) Fire and fury.
11. A) It was built in ancient times.
B) It is a historical monument.
C) It was created by supernatural powers.
D) It is Indians' sacred place for worship.
12. A) By killing the attacking bears.
B) By sheltering them in a cave.
C) By lifting them well above the ground.
D) By taking them to the top of a mountain.

Questions 13 to 15 are based on the passage you have just heard.

13. A) They will pick up some souvenirs or gift items.
B) They will have their vehicles washed or serviced.
C) They will take advantage of the time to rest a while.
D) They will buy something from the convenience stores.
14. A) They may eventually drive one to bankruptcy.

- B) They should be done away with altogether.
 - C) They are meant for the extremely wealthy.
 - D) They can bring only temporary pleasures.
15. A) Small daily savings can make a big difference in one's life.
B) A vacation will be affordable if one saves 20 dollars a week.
C) Retirement savings should come first in one's family budgeting.
D) A good way to socialize is to have daily lunch with one's colleagues.

Section C

Directions: In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 16 to 18 are based on the recording you have just heard.

16. A) They are harmful to health.
B) They enrich our experience.
C) They are necessary in our lives.
D) They should be done away with.
17. A) They are exhausted even without doing any heavy work.
B) They feel too overwhelmed to deal with life's problems.
C) They are anxious to free themselves from life's troubles.
D) They feel stressed out even without any challenges in life.
18. A) They lessen our burdens.
B) They narrow our focus.
C) They prolong our lives.
D) They expand our mind.

Questions 19 to 22 are based on the recording you have just heard.

19. A) It is not easily breakable.
B) It represents the latest style.
C) It came from a 3D printer.
D) It was made by a fashion designer.
20. A) When she attended a fashion show nine months ago.
B) When she was studying at a fashion design school.
C) When she had just graduated from her college.
D) When she attended a conference in New York.
21. A) It was hard and breakable.
B) It was extremely expensive.
C) It was difficult to print.

- D) It was hard to come by.
22. A) It is the latest model of a 3D printer.
 B) It is a plastic widely used in 3D printing.
 C) It marks a breakthrough in printing material.
 D) It gives fashion designers room for imagination.

Questions 23 to 25 are based on the recording you have just heard.

23. A) They can't be solved without government support.
 B) They are easy to solve with modern technology.
 C) They have not been examined in detail so far.
 D) They arise from the advances in technology.
24. A) It is intensely competitive.
 B) It focuses on new products.
 C) It demands huge investment.
 D) It is attractive to entrepreneurs.
25. A) Cooperation with big companies.
 B) Sharing of costs with each other.
 C) Recruiting more qualified staff.
 D) In-service training of IT personnel.



Conversation One □□□□□□□□□□

W: Professor Henderson could you give us a brief overview of what you do, where you work and your main area of research?

M: Well, the Center for Climate Research where I work links the science of climate change to issues around economics and policy. Some of our research is to do with the likely impacts of climate change and all of the associated risks.

W: And how strong is the evidence that climate change is happening? That it's really something we need to be worried about.

M: Well most of the science of climate change particularly that to do with global warming is simply fact. But other aspects of the science are less certain or at least more disputed. And so we're really talking about risk. What the economics tells us is that it's probably cheaper to avoid climate change, to avoid the risk than it has to deal with the likely consequences.

W: So what are we doing? What can we do about it?

M: Well I would argue that we need to develop the science specifically to understand the likely impacts of climate change in different contexts. As I said we need to understand the best ways of avoiding climate change and this will involve a huge transition to low carbon energy systems and the transition is a

tremendous priority. And for this to happen, we may need action on a global scale. From a political perspective, we need to understand the terms on which major countries like China and the USA might sign up to a global agreement because at the moment we don't have that consensus.

W: Right.

M: And we also need to plan ahead so that we're in a position to deal with the likely levels of climate change which are already inevitable and even more so to for the levels that are likely if we don't get those global agreements.

Questions 1 to 4 are based on the conversation you have just heard.

1. What does Professor Henderson say about his main area of research?
2. What does Professor Henderson say about climate change?
3. What does Professor Henderson say is a top priority in combating climate change?
4. What does Professor Henderson advise us to do to better deal with climate change?

Conversation Two □□□□□□

W: I have many business English students. When I teach the classroom, we often end up talking about things like success and what leads to success. And it's interesting that many of them mention the element of luck.

M: Right.

W: Luck is important to success. But since you've seen that fantastic video on the TED Talks website by Richard St. John, he doesn't mention luck at all.

M: Well, I'm a firm believer that people can make their own luck. I mean what people regard as luck, you can actually create, to a degree.

W: Sure. I think a lot of what people consider luck is attributed to how you respond to the opportunities that come your way.

M: Yes. Very good point.

W: Seizing the opportunities. But was there any point in the video that you thought was particularly interesting?

M: Yes. Actually there was. Something very impressive to me is many people think that luck is important and that natural talent is something you must have in order to be successful. And in the video we saw, the point about getting good at something is not about having some natural talent. It's all about practice, practice, practice.

W: Definitely yeah. Natural talent helps in some way but at the end of the day you really do need to work hard and get really good at what you do.

M: Sure.

W: I thought one interesting thing in the video was the idea of passion being so important and that people who really love what they do. Of course you're going to want to work harder and put the time and effort into it. And the funny thing is that if you love what you do and are really passionate about it and work really hard, the money kind of comes automatically.

Questions 5 to 8 are based on the conversation you have just heard.

5. What are the speakers mainly talking about?
6. What is the woman's view of luck?
7. What is the chief point the TED Talks video makes?
8. What does the woman think is the funny thing in the TED Talks video?

Passage One □□□

Devils Tower, the first national monument in America, could almost be mistaken for the stump of an enormous tree. Its sheer rock sides sweep up from a broad base until they cut off abruptly at the flat summit. Rising more than 1,000 feet in the middle of the gently rolling plains of Wyoming, the massive column of rock looks as though it was dropped down into this location from a different time and place. In a sense it was. Devils Tower is a relic of the past, when the molten rock of the earth's core forced its way to the surface to form the throat of a volcano. As the centuries passed, the rock cooled and hardened, shrinking and cracking into long columns. Born in fire and fury, Devils Tower was then shaped by the slow, gentle work of wind and water. The outer layers of the volcano were worn away, until the hard core stood completely exposed. Small wonder that an Indian legend described Devils Tower as being formed by supernatural powers. The legend says that when seven girls were attacked by bears, they took refuge on top of a small rock, and they appealed to the Rock God for help. The god caused the rock to grow and to lift the girls far above the ground, while its sides were scored by the claws of the angry bears. Even today, says the legend, the girls can be seen above the towering rock, as seven shining stars in the night sky.

Questions 9 to 12 are based on the passage you have just heard.

9. What does Devils Tower look like?
10. What caused the volcano's outer layers to wear away?
11. What does an Indian legend say about Devils Tower?
12. How did the Rock God help the seven girls in the Indian legend?

Passage Two □□□□

It's no accident that most gas stations have convenience stores attached. Few of us can fill up the tank without buying a few snacks, cigarettes, soft drinks or other items we can live without. "I deserve it." That's what hard-working men and women say to justify their lavish vacations, big stereo systems or regular restaurant meals. They do deserve such indulgences. However, they also deserve a home of their own, a secure retirement and freedom from worrying about unpaid bills. No one should have to live with what a Texas mother described as constant stress, tension, even fear about money. Sadly, the pleasure that comes from extravagances often disappears long before the bills do. The video camera that one single mother bought for a special occasion, for example, is not much fun now. She's figured out that it will take her another three years to pay it off at \$30 a month. And the New Yorkers who spent a bundle on an outdoor hot tub now admit they rarely use it, "because

we can't afford to heat it in winter." The solution - set priorities, add up the annual cost of each item, then consider what else she could buy with the same money. That will help you decide which items are really worth it. One Chicago woman, for example, discovered that daily lunches with coworkers cost her \$2,000 a year; she decided to take lunch to work instead. "I now put \$20 a week into my vacation fund, and another 20 into retirement savings," she says. "Those mean more to me than lunch."

Questions 13 to 15 are based on the passage you have just heard.

13. What does the speaker say about drivers who stop at gas stations?
14. What does the speaker say about extravagances?
15. What does the speaker want to show by the example of the Chicago woman?

Recording One □□□□□□□□

Let's say you start to brainstorm a list of all the emotions you've ever experienced. Just for fun, try it now. What's on your list? Chances are, you included things like happy, sad, excited, angry, afraid, grateful, proud, scared, confused, stressed, relaxed and amazed. Now sort your list into two categories - positive emotions and negative emotions. Feeling both positive and negative emotions is a natural part of being human. We might use the word "negative" to describe more difficult emotions, but it doesn't mean those emotions are bad or we shouldn't have them. Still, most people would probably rather feel a positive emotion than a negative one. It's likely you'd prefer to feel happy instead of sad, or confident instead of insecure. What matters is how our emotions are balanced - how much of each type of emotion, positive or negative, we experience. Negative emotions warn us of threats or challenges that we may need to deal with. For example, fear can alert us to possible danger. It's a signal that we might need to protect ourselves. Angry feelings warn us that someone is stepping on our toes, crossing a boundary, or violating our trust. Anger can be a signal that we might need to act on our own behalf. Negative emotions focus our awareness. They help us to zero in on a problem so we can deal with it. But too many negative emotions can make us feel overwhelmed, anxious, exhausted or stressed out. When negative emotions are out of balance, problems might seem too big to handle. The more we dwell on negative emotions, the more negative we begin to feel. Focusing on negativity just keeps it going. Positive emotions balance out negative ones, but they have other powerful benefits, too. Instead of narrowing our focus like negative emotions do, positive emotions affect our brains in ways that increase our awareness, attention and memory. They help us take in more information, hold several ideas in mind at once, and understand how different ideas relate to each other. When positive emotions open us up to new possibilities, we are more able to learn and build on our skills. That leads to doing better on tasks and tests. People who have plenty of positive emotions in their everyday lives tend to be happier,

healthier, learn better, and get along well with others.

Questions 16 to 18 are based on the recording you have just heard.

16. What does the speaker say about negative emotions?
17. What happens to people whose negative emotions are out of balance?
18. How do positive emotions affect us?

Recording Two □□□□□□

In the past few months, I've been traveling for weeks at a time with only one suitcase of clothes. One day, I was invited to an important event, and I wanted to wear something special for it. I looked through my suitcase but couldn't find anything to wear. I was lucky to be at the technology conference then, and I had access to 3D printers. So I quickly designed a skirt on my computer, and I loaded the file on the printer. It just printed the pieces overnight. The next morning, I just took all the pieces, assembled them together in my hotel room, and this is actually the skirt that I'm wearing right now. So it wasn't the first time that I printed clothes. For my senior collection at fashion design school, I decided to try and 3D print an entire fashion collection from my home. The problem was that I barely knew anything about 3D printing, and I had only nine months to figure out how to print five fashionable looks. I always felt most creative when I worked from home. I loved experimenting with new materials, and I always tried to develop new techniques to make the most unique textiles for my fashion projects. One summer break, I came here to New York for an internship at a fashion house in Chinatown. We worked on two incredible dresses that were 3D printed. They were amazing - like you can see here. But I had a few problems with them. They were made from hard plastics and that's why they were very breakable. The models couldn't sit in them, and they even got scratched from the plastics under their arms. So now, the main challenge was to find the right material for printing clothes with, I mean the material you feed the printer with. The breakthrough came when I was introduced to Filaflex, which is a new kind of printing material. It's strong, yet very flexible. And with it, I was able to print the first garment, a red jacket that had the word "freedom" embedded into it. And actually, you can easily download this jacket, and change the word to something else, for example, your name or your sweetheart's name. So I think in the future, materials will evolve, and they will look and feel like fabrics we know today, like cotton or silk.

Questions 19 to 22 are based on the recording you have just heard.

19. What does the speaker say about the skirt she is wearing now?
20. When did the speaker start experimenting with 3D printing?
21. What was the problem with the material the speaker worked on at a New York fashion house?
22. What does the speaker say about Filaflex?

Recording Three □□□□□□□□□□

Welcome to the third lecture in our series on the future of small businesses in Europe. The purpose of today's lecture, as you have seen from the title and the abstract, is to examine in more detail the problems facing small- and medium-sized enterprises which arise at least in part from having to adapt to rapid advances in technology. And I want to look at these both from a financial and from a personnel point of view and to offer a few hopefully effective solutions. Here we have three of the most important problems facing small businesses that I want to look at today. First, keeping up with the pace of technological change, recruiting high quality staff in a time of skills shortages in IT as a whole and in a highly competitive market, and the issue of retaining staff once they've been recruited and trained. Now, all of these problems involve significant costs for all businesses. But there are particularly challenging issues for small- and medium-sized enterprises. And those costs would vary depending on the size and scale of the businesses. So let's come to the first issue on our list which is keeping pace with developments in technology. Now we all know that the technology industry is intensely competitive with new products being launched all year round as the various companies strive to compete with each other, rather than, say once a year or every couple of years. And this is a real headache for smaller businesses. So, let's imagine we have a small company which is doing OK. It's just about making a profit and it spends most of its income on overheads. So for a company in this situation, keeping up to date with the latest technology, even if it's only for the benefit of key staff, this can be hugely expensive. So in my view, some creative thinking needs to come in here to find ways to help companies in this situation to stay ahead in the game, but at the same time, to remain technologically competitive. Well, there's a possibility that small groups of companies with similar requirements but not directly competing with each other - they could share the cost of upgrading in much the same way as, let's say, an intranet operates within large organizations. In fact, cost-sharing could be a very practical solution, especially in times of financial difficulty. If there's downward pressure on costs, because of a need for investment in other areas, I would argue that this is a perfectly feasible solution.

Questions 23 to 25 are based on the recording you have just heard.

23. What does the speaker say about the problems facing small-and medium-sized enterprises?

24. What does the speaker say about the technology industry?

25. What is a practical solution to the problems of small- and medium-sized businesses?

2016 □ 12 □ □□□

Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 1 to 4 are based on the conversation you have just heard.

1. A) They were proud of their cuisine.
B) They were particular about food.
C) They were all good at cooking.
D) They were fond of bacon and eggs.
2. A) His parents.
B) His friends.
C) His parents' friends.
D) His schoolmates.
3. A) No one of the group ate it.
B) It was a little overcooked.
C) No tea was served with the meal.
D) It was the real English breakfast.
4. A) It was full of excitement.
B) It was rather disappointing.
C) It was a risky experience.
D) It was really extraordinary.

Questions 5 to 8 are based on the conversation you have just heard.

5. A) The woman's earnings over the years.
B) The key to running a shop at a low cost.
C) The business success of the woman's shop.
D) The woman's relationship with other shops.
6. A) Keep down its expenses.
B) Expand its business scale.
C) Improve its customer service.
D) Upgrade the goods it sells.

7. A) They are in great demand.
B) They are delivered free of charge.
C) They are very popular with the local residents.
D) They are sold at lower prices than in other shops.
8. A) To maintain friendly relationships with other shops.
B) To avoid being put out of business in competition.
C) To attract more customers in the neighborhood.
D) To follow the custom of the local shopkeepers.

Section B

Directions: In this section, you will hear two passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 9 to 11 are based on the passage you have just heard.

9. A) They are on the verge of extinction because of pollution.
B) They carry plant seeds and spread them to faraway places.
C) They deliver pollutants from the ocean to their nesting sites.
D) They can be used to deliver messages in times of emergency.
10. A) They originate from Devon Island in the Arctic area.
B) They migrate to the Arctic Circle during the summer.
C) They have the ability to survive in extreme weathers.
D) They travel as far as 400 kilometers in search of food.
11. A) They had become more poisonous.
B) They were carried by the wind.
C) They poisoned some of the fulmars.
D) They were less than on the continent.
12. A) The effects of the changing climate on Arctic seabirds.
B) The harm Arctic seabirds may cause to humans.
C) The diminishing colonies for Arctic seabirds.
D) The threats humans pose to Arctic seabirds.

Questions 12 to 15 are based on the passage you have just heard.

13. A) It has remained basically the same.
B) It has become better understood.
C) It has been exaggerated.
D) It has decreased.
14. A) It is now the second leading cause of death for centenarians.

- B) It develops more easily in centenarians not actively engaged.
 - C) It calls for more intensive research.
 - D) It has had no effective cure so far.
15. A) They cherish their life more than ever.
- B) Their minds fail before their bodies do.
 - C) Their quality of life deteriorates rapidly.
 - D) They care more about their physical health.

Section C

Directions: In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 16 to 18 are based on the recording you have just heard.

16. A) They form the basis on which he builds his theory of love.
- B) They were carried out over a period of some thirty years.
 - C) They were done by his former colleague at Yale.
 - D) They are focused more on attraction than love.
17. A) The relationship cannot last long if no passion is involved.
- B) It is not love if you don't wish to maintain the relationship.
 - C) Romance is just impossible without mutual understanding.
 - D) Intimacy is essential but not absolutely indispensable to love.
18. A) Whether it is true love without commitment.
- B) Which of them is considered most important.
 - C) How the relationship is to be defined if any one is missing.
 - D) When the absence of any one doesn't affect the relationship.

Questions 19 to 22 are based on the recording you have just heard.

19. A) The history of social work.
- B) Social work as a profession.
 - C) Academic degrees required of social work applicants.
 - D) The aim of the National Association of Social Workers.
20. A) They try to change people's social behavior.
- B) They raise people's awareness of the environment.
 - C) They create a lot of opportunities for the unemployed.
 - D) They help enhance the well-being of the underprivileged.
21. A) They have all made a difference through their work.
- B) They are all members of the National Association.
 - C) They all have an academic degree in social work.

- D) They have all received strict clinical training.
22. A) Social workers' job options and responsibilities.
 B) Ways for social workers to meet people's needs.
 C) The importance of training for social workers.
 D) The promotion of social workers' social status.

Questions 23 to 25 are based on the recording you have just heard.

23. A) To fight childhood obesity.
 B) To help disadvantaged kids.
 C) To urge kids to follow their role models.
 D) To encourage kids to play more sports.
24. A) They are most effective when appearing on TV.
 B) They best boost product sales when put online.
 C) They are becoming more and more prevalent.
 D) They impress kids more than they do adults.
25. A) Do what they advocate in public.
 B) Always place kids' interest first.
 C) Pay attention to their image before children.
 D) Message positive behaviors at all times.



Conversation One □□□□□□□□

- M: Guess what? The worst food I've ever had was in France.
- W: Really? That's odd. I thought the French were all good cooks.
- M: Yes. That's right. I suppose it's really like anywhere else, though. You know, some places are good. Some bad. But it's really all our own fault.
- W: What do you mean?
- M: Well, it was the first time I'd been to France. This was years ago when I was at school. I went there with my parents' friends, from my father's school. They'd hired a coach to take them to Switzerland.
- W: A school trip?
- M: Right. Most of them had never been abroad before. We'd crossed the English Channel at night, and we set off through France, and breakfast time arrived, and the coach driver had arranged for us to stop at this little cafe. There we all were, tired and hungry, and then we made the great discovery.
- W: What was that?
- M: Bacon and eggs.
- W: Fantastic! The real English breakfast.
- M: Yes. Anyway, we didn't know any better - so we had it, and ugh...!
- W: What was it like? Disgusting?

M: Oh, it was incredible! They just got a bowl and put some fat in it. And then they put some bacon in the fat, broke an egg over the top and put the whole lot in the oven for about ten minutes.

W: In the oven! You're joking. You can't cook bacon and eggs in the oven!

M: Well. They must have done it that way. It was hot, but it wasn't cooked. There was just this egg floating about in gallons of fat and raw bacon.

W: Did you actually eat it?

M: No! Nobody did. They all wanted to turn round and go home. You know, back to teabags and fish and chips. You can't blame them really. Anyway, the next night we were all given another foreign speciality.

W: What was that?

M: Snails. That really finished them off. Lovely holiday that was!

Questions 1 to 4 are based on the conversation you have just heard.

1. What did the woman think of the French?
2. Who did the man travel with on his first trip to Switzerland?
3. What does the man say about the breakfast at the little French cafe?
4. What did the man think of his holiday in France?

Conversation Two □□□□□□□□

M: You say your shop has been doing well. Could you give me some idea of what "doing well" means in facts and figures?

W: Well, "doing well" means averaging £1,200 or more a week for about 7 years, making almost a quarter of a million pounds. And "doing well" means your earnings are rising. Last year, we did slightly over 50,000 and this year, we hope to do more than 60,000. So, that's good if we continue to rise.

M: Now, that's gross earnings, I assume. What about your expenses?

W: Yes, that's gross. The expenses, of course, go up steadily. And since we've moved to this new shop, the expenses have increased greatly, because it's a much bigger shop. So I couldn't say exactly what our expenses are. They are something in the region of six or seven thousand pounds a year, which is not high. Commercially speaking, it's fairly low, and we try to keep our expenses as low as we can.

M: And your prices are much lower than the same goods in shops round about. How do the local shopkeepers feel about having a shop doing so well in their midst?

W: Perhaps a lot of them don't realize how well we are doing, because we don't make a point of publicizing. That was a lesson we learned very early on. We were very friendly with all local shopkeepers and we happened to mention to a local shopkeeper how much we had made that week. He was very unhappy and never as friendly again. So we make a point of never publicizing the amount of money we make. But we are on very good terms with all the shops. None of them have ever complained that we are putting them out of business or anything like that. I think it's a nice friendly relationship. Maybe if they did know what we made, perhaps they wouldn't be so friendly.

Questions 5 to 8 are based on the conversation you have just heard.

5. What are the speakers mainly talking about?
6. What does the woman say her shop tries to do?
7. What do we learn about the goods sold at the woman's shop?
8. Why doesn't the woman want to make known their earnings anymore?

Passage One □□□□□□□□

Birds are famous for carrying things around. Some, like homing pigeons, can be trained to deliver messages and packages. Other birds unknowingly carry seeds that cling to them for the ride. Canadian scientists have found a worrisome, new example of the power that birds have to spread stuff around. Way up north in the Canadian Arctic, seabirds are picking up dangerous chemicals in the ocean and delivering them to ponds near where the birds live. Some 10,000 pairs of the birds, called fulmars, a kind of Arctic seabird, make their nests on Devon Island, north of the Arctic Circle. The fulmars travel some 400 kilometers over the sea to find food. When they return home, their droppings end up all around their nesting sites, including in nearby ponds. Previously, scientists noticed pollutants arriving in the Arctic with the wind. Salmon also carry dangerous chemicals as the fish migrate between rivers and the sea. The bodies of fish and other meat-eaters can build up high levels of the chemicals. To test the polluting power of fulmars, researchers collected samples of deposit from 11 ponds on Devon Island. In ponds closest to the colony, the results showed there were far more pollutants than in ponds less affected by the birds. The pollutants in the ponds appear to come from fish that fulmars eat when they're out on the ocean. People who live, hunt, or fish near bird colonies need to be careful, the researchers say. The birds don't mean to cause harm, but the chemicals they carry can cause major problems.

Questions 9 to 12 are based on the passage you have just heard.

9. What have Canadian scientists found about some seabirds?
10. What does the speaker say about the seabirds called fulmars?
11. What did scientists previously notice about pollutants in the Arctic?
12. What does the speaker warn about at the end of the talk?

Passage Two □□□□□□□□

In recent years, the death rate among American centenarians - people who have lived to age 100 or older - has decreased, dropping 14 percent for women and 20 percent for men from 2008 to 2014. The leading causes of death in this age group are also changing. In 2000, the top five causes of death for centenarians were heart disease, stroke, flu, cancer and Alzheimer's disease. But by 2014, the death rate from Alzheimer's disease for this age group had more than doubled - increasing from 3.8 percent to 8.5 percent - making the progressive brain disease the second leading cause of death for centenarians. One reason for the rise in deaths from Alzheimer's disease in this group may be that developing this condition remains possible even after

people beat the odds of dying from other diseases such as cancer. People physically fit enough to survive over 100 years ultimately give in to diseases such as Alzheimer's which affects the mind and cognitive function. In other words, it appears that their minds give out before their bodies do. On the other hand, the death rate from flu dropped from 7.4 percent in 2000 to 4.1 percent in 2014. That pushed flu from the third leading cause of death to the fifth. Overall, the total number of centenarians is going up. In 2014, there were 72,197 centenarians, compared to 50,281 in 2000. But because this population is getting larger, the number of deaths in this group is also increasing - 18,434 centenarians died in 2000, whereas 25,914 died in 2014.

Questions 13 to 15 are based on the passage you have just heard.

13. What does the speaker say about the risk of dying for American centenarians in recent years?
14. What does the speaker say about Alzheimer's disease?
15. What is characteristic of people who live up to 100 years and beyond?

Recording One □□□□

Okay. So let's get started. And to start things off I think what we need to do is consider a definition. I'm going to define what love is but then most of the experiments I'm going to talk about are really focused more on attraction than love. And I'm going to pick a definition from a former colleague, Robert Sternberg, who is now the dean at Tufts University but was here on our faculty at Yale for nearly thirty years. And he has a theory of love that argues that it's made up of three components: intimacy, passion, and commitment, or what is sometimes called decision commitment. And these are relatively straightforward. He argued that you don't have love if you don't have all three of these elements. Intimacy is the feeling of closeness, of connectedness with someone, of bonding. Operationally, you could think of intimacy as you share secrets, you share information with this person that you don't share with anybody else. Okay. That's really what intimacy is, the bond that comes from sharing information that isn't shared with other people. The second element is passion. Passion is the drive that leads to romance. You can think of it as physical attraction. And Sternberg argues that this is a required component of a love relationship. The third element of love in Sternberg's theory is what he calls decision commitment, the decision that one is in a love relationship, the willingness to label it as such, and a commitment to maintain that relationship at least for some period of time. Sternberg would argue it's not love if you don't call it love and if you don't have some desire to maintain the relationship. So if you have all three of these, intimacy, passion and commitment, in Sternberg's theory you have love. Now what's interesting about the theory is what do you have if you only have one out of three or two out of three. What do you have and how is it different if you have a different two out of three? What's interesting about this kind of theorizing is it gives rise to many different combinations that can be quite interesting when you

break them down and start to look them carefully. So what I've done is I've taken Sternberg's three elements of love, intimacy, passion and commitment, and I've listed out the different kinds of relationships you would have if you had zero, one, two or three out of the three elements.

Questions 16 to 18 are based on the recording you have just heard.

16. What does the speaker say about most of the experiments mentioned in his talk?

17. What does Robert Sternberg argue about love?

18. What question does the speaker think is interesting about Sternberg's three elements of love?

Recording Two □□□□

Hi! I am Elizabeth Hoffler, Master of Social Work. I am a social worker, a lobbyist, and a special assistant to the executive director at the National Association of Social Workers. Today we are going to be talking about becoming a social worker. Social work is the helping profession. Its primary mission is to enhance human well-being and help meet the basic needs of all people, with a particular focus on those who are vulnerable, oppressed, and living in poverty. We often deal with complex human needs. Social work is different from other professions, because we focus on the person and environment. We deal with the external factors that impact a person's situation and outlook. And we create opportunity for assessment and intervention, to help clients and communities cope effectively with their reality and change that reality when necessary. In thousands of ways social workers help other people, people from every age, every background, across the country. Wherever needed, social workers come to help. The most well-known aspect of the profession is that of a social safety net. We help guide people to critical resources and counsel them on life-changing decisions. There are more than 600,000 professional social workers in the country, and we all either have a bachelor's degree, a master's degree, or a PhD in Social Work. There are more clinically trained social workers than clinically trained psychiatrists, psychologists, and psychiatric nurses combined. Throughout this series you will learn more about the profession, the necessary steps to get a social work degree, the rich history of social work, and the many ways that social workers help others. Later in this series, you will hear from Stacy Collins and Mel Wilson, fellow social workers at the National Association of Social Workers. Stacy is going to walk you through the step-by-step process of becoming a social worker, and Mel will tell you about the range of options you have once you get your social work degree, as well as the high standards of responsibility the social workers must adhere to. The National Association of Social Workers represents nearly 145,000 social workers across the country. Our mission is to promote, protect, and advance the social work profession. We hope you enjoy this series about how you can make a difference by becoming a social worker. Next, we are going to talk about choosing social

work.

Questions 19 to 22 are based on the recording you have just heard.

19. What does the speaker mainly talk about?

20. What do social workers mainly do?

21. What do professional social workers have in common, according to the speaker?

22. What is Mel Wilson going to talk about in the series?

Recording Three □□□□□□□□□□

Today, I'd like to talk about what happens when celebrity role models get behind healthy habits, but at the same time, promote junk food. Currently, there's mounting criticism of Michelle Obama's "Let's Move!" campaign, which fights childhood obesity by encouraging youngsters to become more physically active, and has signed on singer Beyonce and basketball player Shaquille O'Neal, both of whom also endorse sodas, which are a major contributor to the obesity epidemic. Now there's a lot more evidence of how powerful a celebrity - especially a professional athlete - can be in influencing children's behavior. In a report published by the Rudd Center for Food Policy and Obesity at Yale University, researchers studied 100 professional athletes and their endorsement contracts. The team focused on athletes since they are theoretically the best role models for active, healthy lifestyles for children. After sorting the deals by category, they determined that among the 512 brands associated with the athletes, most involved sporting goods, followed closely by food and beverage brands. Sports drinks, which are often high in sugar and calories made up most of the food and drink deals, with soft drinks and fast food filling out the remainder. Of the 46 beverages endorsed by professional athletes, 93% relied exclusively on sugar for all of their calories. It's no surprise that high-profile athletes can influence children's eating behaviors, but the scientists were able to quantify how prevalent these endorsements are in the children's environment. Advertisements featuring professional athletes and their endorsed products tend to get impressive exposure on TV, radio, in print and online. And in 2010, the researchers reported that children ages 12 to 17 saw more athlete-endorsed food and beverage brand commercials than adults. One reason any campaign wants a popular celebrity spokesperson is because kids are attracted to them no matter what they are doing. We can't expect kids to turn off that admiration when the same person is selling sugar. At best, kids might be confused. At worst, they'll think the messages about soda are the same as the messages about water, but those two beverages aren't the same. If children are turning to athletes as role models, it's in their best interest if their idols are consistent. Consistent messaging of positive behaviors will show healthier lifestyles for kids to follow.

Questions 23 to 25 are based on the recording you have just heard.

23. What is the aim of Michelle Obama's campaign?

24. What does research find about advertisements featuring professional athletes?
25. What does the speaker think kids' idols should do?

2017 6

Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 1 to 4 are based on the conversation you have just heard.

1. A. Doing enjoyable work.
B. Having friendly colleagues.
C. Earning a competitive salary.
D. Working for supportive bosses.
2. A. 31%.
B. 20%.
C. 25%.
D. 73%.
3. A. Those of a small size.
B. Those run by women.
C. Those that are well managed.
D. Those full of skilled workers.
4. A. They can hop from job to job easily.
B. They can win recognition of their work.
C. They can better balance work and life.
D. They can take on more than one job.

Questions 5 to 8 are based on the conversation you have just heard.

5. A. It is a book of European history.
B. It is an introduction to music.
C. It is about the city of Bruges.
D. It is a collection of photos.
6. A. When painting the concert hall of Bruges.
B. When vacationing in an Italian coastal city.
C. When taking pictures for a concert catalogue.
D. When writing about Belgium's coastal regions.

7. A. The entire European coastline will be submerged.
B. The rich heritage of Europe will be lost completely.
C. The seawater of Europe will be seriously polluted.
D. The major European scenic spots will disappear.
8. A. Its waterways are being increasingly polluted.
B. People cannot get around without using boats.
C. It attracts large numbers of tourists from home and abroad.
D. Tourists use wooden paths to reach their hotels in the morning.

Section B

Directions: In this section, you will hear two passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 9 to 12 are based on the passage you have just heard.

9. A. They make careful preparation beforehand.
B. They take too many irrelevant factors into account.
C. They spend too much time anticipating their defeat.
D. They try hard to avoid getting off on the wrong foot.
10. A. A person's nervous system is more complicated than imagined.
B. Golfers usually have positive mental images of themselves.
C. Mental images often interfere with athletes' performance.
D. Thinking has the same effect on the nervous system as doing.
11. A. Anticipate possible problems.
B. Make a list of do's and don'ts.
C. Picture themselves succeeding.
D. Try to appear more professional.
12. A. She wore a designer dress.
B. She won her first jury trial.
C. She did not speak loud enough.
D. She presented moving pictures.

Questions 13 to 15 are based on the passage you have just heard.

13. A. Its long-term effects are yet to be proved.
B. Its health benefits have been overestimated.
C. It helps people to avoid developing breast cancer.
D. It enables patients with diabetes to recover sooner.
14. A. It focused on their ways of life during young adulthood.

- B. It tracked their change in food preferences for 20 years.
 - C. It focused on their difference from men in fiber intake.
 - D. It tracked their eating habits since their adolescence.
15. A. Fiber may help to reduce hormones in the body.
- B. Fiber may bring more benefits to women than men.
 - C. Fiber may improve the function of heart muscles.
 - D. Fiber may make blood circulation more smooth.

Section C

Directions: In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 16 to 18 are based on the recording you have just heard.

16. A. Observing the changes in marketing.
- B. Conducting research on consumer behavior.
 - C. Studying the hazards of young people drinking.
 - D. Investigating the impact of media on government.
17. A. It is the cause of many street riots.
- B. It is getting worse year by year.
 - C. It is a chief concern of parents.
 - D. It is an act of socialising.
18. A. They spent a week studying their own purchasing behavior.
- B. They researched the impact of mobile phones on young people.
 - C. They analysed their family budgets over the years.
 - D. They conducted a thorough research on advertising.

Questions 19 to 22 are based on the recording you have just heard.

19. A. It is helping its banks to improve efficiency.
- B. It is trying hard to do away with dirty money.
 - C. It is the first country to use credit cards in the world.
 - D. It is likely to give up paper money in the near future.
20. A. Whether it is possible to travel without carrying any physical currency.
- B. Whether it is possible to predict how much money one is going to spend.
 - C. Whether the absence of physical currency causes a person to spend more.
 - D. Whether the absence of physical currency is going to affect everyday life.
21. A. There was no food service on the train.
- B. The service on the train was not good.
 - C. The restaurant car accepted cash only.

- D. The cash in her handbag was missing.
22. A. By putting money into envelopes.
 B. By drawing money week by week.
 C. By limiting their day-to-day spending.
 D. By refusing to buy anything on credit.

Questions 23 to 25 are based on the recording you have just heard.

23. A. Population explosion.
 B. Chronic hunger.
 C. Extinction of rare species.
 D. Environmental deterioration.
24. A. They contribute to overpopulation.
 B. About half of them are unintended.
 C. They have been brought under control.
 D. The majority of them tend to end halfway.
25. A. It is essential to the wellbeing of all species on earth.
 B. It is becoming a subject of interdisciplinary research.
 C. It is neglected in many of the developing countries.
 D. It is beginning to attract postgraduates' attention.



Conversation 1 □□□□□

W: Welcome to Workplace. And in today's program, we're looking at the results of two recently published surveys, which both deal with the same topic—happiness at work. John, tell us about the first survey.

M: Well, this was done by a human resources consultancy, who interviewed more than 1,000 workers, and established a top ten of the factors, which make people happy at work. The most important factor for the majority of the people interviewed was having friendly, supportive colleagues. In fact, 73% of people interviewed put their relationship with colleagues as the key factor contributing to happiness at work, which is a very high percentage. The second most important factor was having work that is enjoyable. The two least important factors were having one's achievements recognized, and rather surprisingly, earning a competitive salary.

W: So, we are not mainly motivated by money?

M: Apparently not.

W: Any other interesting information in the survey?

M: Yes. For example, 25% of the working people interviewed described themselves as 'very happy' at work. However, 20% of employees described themselves as being unhappy.

W: That's quite a lot of unhappy people at work every day.

M: It is, isn't it? And there were several more interesting conclusions revealed by the survey. First of all, small is beautiful: people definitely prefer working for smaller organizations or companies with less than 100 staff. We also find out that, generally speaking, women were happier in their work than men.

W: Yes, we are, aren't we?

M: And workers on part-time contracts, who only work 4 or 5 hours a day, are happier than those who work full-time. The researchers concluded that this is probably due to a better work-life balance.

W: Are bosses happier than their employees?

M: Yes, perhaps not surprisingly, the higher people go in a company, the happier they are. So senior managers enjoy their jobs more than people working under them.

Questions 1 to 4 are based on the conversation you have just heard.

1. What is the No. 1 factor that made employees happy according to the survey?
2. What is the percentage of the people surveyed who felt unhappy at work?
3. What kind of companies are popular with employees?
4. What is the possible reason for people on part-time contracts to be happier?

Conversation 2 □□□□□□□□

W: Mr. De Keyzer, I'm a great lover of your book Moments Before the Flood. Can you tell us how you first became interested in this subject matter?

M: In 2006, when the concert hall of the city of Bruges asked me to take some pictures for a catalogue for a new concert season around the theme of water, I found myself working along the Belgian coastline. As there had been numerous alarming articles in the press about a climate catastrophe waiting to happen, I started looking at the sea and the beach very differently, a place where I spent so many perfect days as a child. This fear of a looming danger became the subject of a large-scale photo project.

W: You wrote in the book: "I don't want to photograph the disaster, I want to photograph the disaster waiting to happen." Can you talk a bit about that?

M: It is clear now that it is a matter of time before the entire European coastline disappears under water. The same goes for numerous big cities around the world. My idea was to photograph this beautiful and very unique coastline, rich in history, before it's too late - as a last witness.

W: Can you talk a bit about how history plays a role in this project?

M: Sure. The project is also about the history of Europe looking at the sea and wondering when the next enemy would appear. In the images, you see all kinds of possible defense constructions to hold back the Romans, Germans, Vikings, and now nature as enemy number one. For example, there is the image of the bridge into the sea taken at the Normandy D-Day landing site. Also, Venice, the city eternally threatened by the sea, where every morning

wooden pathways have to be set up to allow tourists to reach their hotels.

W: Thank you, Mr. De Keyzer. It was a pleasure to have you with us today.

Questions 5 to 8 are based on the conversation you have just heard.

5. What does the man say about the book Moments Before the Flood?
6. When did the man get his idea for the work?
7. What will happen when the climate catastrophe occurs?
8. What does the man say about Venice?

Passage 1 □□□□□□

When facing a new situation, some people tend to rehearse their defeat by spending too much time anticipating the worst. I remember talking with a young lawyer who was about to begin her first jury trial. She was very nervous. I asked what impression she wanted to make on the jury. She replied: "I don't want to look too inexperienced, I don't want them to suspect this is my first trial." This lawyer had fallen victims to the "don'ts" syndrome - a form of negative goal setting. The "don'ts" can be self-fulfilling because your mind response to pictures. Research conducted at Stanford University shows a mental image fires the nerve system the same way as actually doing something. That means when a golfer tells himself: "Don't hit the ball into the water." His mind sees the image of the ball flying into the water. So guess where the ball will go? Consequently, before going into any stressful situation, focus only on what you want to have happen. I asked the lawyer again how she wanted to appear at her first trial. And this time she said: "I want to look professional and self-assured." I told her to create a picture of what self-assured would look like. To her, it meant moving confidently around the court room, using convincing body language and projecting her voice, so it could be heard from the judge's bench to the back door. She also imagined a skillful closing argument and a winning trial. A few weeks after this positive stress rehearsal, the young lawyer did win.

Questions 9 to 12 are based on the passage you have just heard.

9. What do some people do when they face a new situation?
10. What does the research conducted at Stanford University show?
11. What advice does the speaker give to people in a stressful situation?
12. What do we learn about the lawyer in the court?

Passage 2 □□□□□

Most Americans don't eat enough fruits, vegetables or whole grains. Research now says adding fiber to the teen diet may help lower the risk of breast cancer. Conversations about the benefits of fiber are probably more common in nursing homes than high schools. But along comes a new study that could change that. Kristi King, a diet specialist at Texas Children's Hospital, finds it hard to get teenage patients' attention about healthy eating. By telling them they are eating lots of high-fiber foods could reduce the risk of breast cancer before middle age. That's a powerful message. The new finding is based on a

study of 44,000 women. They were surveyed about their diets during high school and their eating habits were tracked for two decades. It turns out that those who consumed the highest levels of fiber during adolescents had a lower risk of developing breast cancer, compared to women who ate the least fiber. This important study demonstrates that the more fiber you eat during your high school years, the lower your risk is in developing breast cancer in later life. The finding points to long-standing evidence that fiber may reduce circulating female hormone levels, which could explain the reduced risk. The bottom line here is the more fiber you eat, perhaps, a lower level of hormone in your body, and therefore, a lower lifetime risk of developing breast cancer. High-fiber diets are also linked to a reduced risk of heart disease and diabetes. That's why women are told to eat 25 grams of fiber a day - man even more.

Questions 13 to 15 are based on the passage you have just heard.

13. What does the new study tell about adding fiber to the teen diet?

14. What do we learn about the survey of the 44,000 women?

15. What explanation does the speaker offer for the research finding?

Recording 1 □□□□□□

Well, my current research is really about consumer behavior. So recently, I've looked at young people's drinking and it's obviously a major concern to Government at the moment. I've also looked at how older people are represented in the media; again, it's of major current interest with older people becoming a much larger proportion of UK and indeed, world society. I'm also interested in how consumers operate online, and how that online behavior might be different from how they operate offline when they go to the shops. Well, I think that the important thing here is to actually understand what's happening from the consumer's perspective. One of the things that businesses and indeed Government organizations often fail to do is to really see what is happening from the consumer's perspective. For example, in the case of young people's drinking, one of the things that I've identified is that drinking for people say between the ages of 18 and 24 is all about the social activity. A lot of the Government advertising has been about individual responsibility, but actually understanding that drinking is very much about the social activity and finding ways to help young people get home safely, and not end up in hospital is one of the things that we've tried to present there. The key thing about consumer behavior is that it's very much about how consumers change. Markets always change faster than marketing; so we have to look at what consumers are doing. Currently I teach consumer behavior to undergraduates in their second year and we look at all kinds of things in consumer behavior and particularly how consumers are presented in advertising. So they get involved by looking at advertising and really critically assessing the consumer behavior aspects of it and getting involved sometimes, doing primary research. For example, last year my students spent

a week looking at their own purchasing and analyzed it in detail from shopping to the relationship that they have with their retail banks and their mobile phone providers. I think they found it very useful and it also helped them identify just what kind of budgets they had too. The fact of the matter is that there's a whole range of interesting research out there and I think as the years go on, there's going to be much more for us to consider and certainly much more for students to become involved in.

Questions 16 to 18 are based on the recording you have just heard.

16. What is the speaker currently doing?

17. What has the speaker found about young people's drinking?

18. What does the speaker say that his students did last year?

Recording 2 □□□□□□□□

Sweden was the first European country to print and use paper money, but it may soon do away with physical currencies. Banks can save a lot of money and avoid regulatory headaches by moving to a cash-free system, and they can also avoid bank robberies, theft, and dirty money. Claer Barrett, the editor of Financial Times Money, says the Western world is headed toward a world without physical currency. "Andy Holder - the chief economist at The Bank of England - suggested that the UK move towards a government-backed digital currency. But does a cashless society really make good economic sense? "The fact that cash is being drawn out of society, is less a feature of our everyday lives, and the ease of electronic payments - is this actually making us spend more money without realizing it?" Barrett wanted to find out if the absence of physical currency does indeed cause a person to spend more, so she decided to conduct an experiment a few months ago. She decided that she was going to try to just use cash for two weeks to make all of her essential purchases and see what that would do to her spending. She found she did spend a lot less money because it is incredibly hard to predict how much cash one is going to need—she was forever drawing money out of cash points. Months later, she was still finding cash stuffed in her trouser pockets and the pockets of her handbags. During the experiment, Barrett took a train ride. On the way, there was an announcement that the restaurant car was not currently accepting credit cards. The train cars were filled with groans because many of the passengers were traveling without cash. "It underlines just how much things have changed in the last generation," Barrett says. "My parents, when they were younger, used to budget by putting money into envelopes - they'd get paid and they'd immediately separate the cash into piles and put them in envelopes, so they knew what they had to spend week by week. It was a very effective way for them to keep track of their spending. Nowadays, we're all on credit cards, we're doing online purchases, and money is kind of becoming a less physical and more imaginary type of thing that we can't get our hands around."

Questions 19 to 22 are based on the recording you have just heard.

19. What do we learn about Sweden?
20. What did Claer Barrett want to find out with her experiment?
21. What did Claer Barrett find on her train ride?
22. How did people of the last generation budget their spending?

Recording 3 □□□□□□□□

Why should you consider taking a course in demography in college? You'll be growing up in a generation where the baby boomers are going into retirement and dying. You will face the problems in the aging of the population that have never been faced before. You will hear more and more about migration between countries and between rural areas and cities. You need to understand as a citizen and as a tax payer and as a voter what's really behind the arguments. I want to tell you about the past, present and future of the human population. So let's start with a few problems. Right now, a billion people are chronically hungry. That means they wake up hungry, they are hungry all day, and they go to sleep hungry. A billion people are living in slums, not the same billion people, but there is some overlap. Living in slums means they don't have infrastructure to take the garbage away, they don't have secure water supplies to drink. Nearly a billion people are illiterate. Try to imagine your life being illiterate. You can't read the labels on the bottles in the supermarket, if you can get to a supermarket. Two-thirds of those people who are illiterate are women and about 200 to 215 million women don't have access to birth control they want, so that they can control their own fertility. This is not only a problem in developing countries. About half of all pregnancies globally are unintended. So those are examples of population problems. Demography gives you the tools to understand and to address these problems. It's not only the study of human population, but the populations of non-human species, including viruses like influenza, the bacteria in your gut, plants that you eat, animals that you enjoy or that provide you with meat. Demography also includes the study of non-living objects like light bulbs and taxi cabs, and buildings because these are also populations. It studies these populations, in the past, present and future, using quantitative data and mathematical models as tools of analysis. I see demography as a central subject related to economics. It is the means to intervene more wisely, and more effectively in the real world, to improve the well-being, not only of yourself - important as that may be - but of people around you and of other species with whom we share the planet.

Questions 23 to 25 are based on the recording you have just heard.

23. What is one of the problems the speaker mentions in his talk?
24. What does the speaker say about pregnancies?
25. How does the speaker view the study of populations?

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Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D. Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 1 to 4 are based on the conversation you have just heard.

1. A. He would feel insulted.
B. He would feel very sad.
C. He would be embarrassed.
D. He would be disappointed.
2. A. They are worthy of a prize.
B. They are of little value.
C. They make good reading.
D. They need improvement.
3. A. He seldom writes a book straight through.
B. He writes several books simultaneously.
C. He draws on his real-life experiences.
D. He often turns to his wife for help.
4. A. Writing a book is just like watching a football match.
B. Writers actually work every bit as hard as footballers.
C. He likes watching a football match after finishing a book.
D. Unlike a football match, there is no end to writing a book.

Questions 5 to 8 are based on the conversation you have just heard.

5. A. Achievements of black male athletes in college.
B. Financial assistance to black athletes in college.
C. High college dropout rates among black athletes.
D. Undergraduate enrollments of black athletes.
6. A. They display great talent in every kind of game.
B. They are better at sports than at academic work.
C. They have difficulty finding money to complete their studies.
D. They make money for the college but often fail to earn a degree.

- 7. A. About 15%.
- B. Around 40%.
- C. Slightly over 50%.
- D. Approximately 70%.
- 8. A. Coaches lack the incentive to graduate them.
- B. College degrees do not count much to them.
- C. They have little interest in academic work.
- D. Schools do not deem it a serious problem.

Section B

Directions: In this section, you will hear two passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D. Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 9 to 12 are based on the passage you have just heard.

- 9. A. Marketing strategies.
- B. Holiday shopping.
- C. Shopping malls.
- D. Online stores.
- 10. A. About 50% of holiday shoppers.
- B. About 20-30% of holiday shoppers.
- C. About 136 million.
- D. About 183.8 million.
- 11. A. They have fewer customers.
- B. They find it hard to survive.
- C. They are thriving once more.
- D. They appeal to elderly customers.
- 12. A. Better quality of consumer goods.
- B. Higher employment and wages.
- C. Greater varieties of commodities.
- D. People having more leisure time.

Questions 13 to 15 are based on the passage you have just heard.

- 13. A. They are new species of big insects.
- B. They are overprescribed antibiotics.
- C. They are life-threatening diseases.
- D. They are antibiotic-resistant bacteria.
- 14. A. Antibiotics are now in short supply.

- B. Many infections are no longer curable.
 - C. Large amounts of tax money are wasted.
 - D. Routine operations have become complex.
15. A. Facilities.
- B. Expertise.
 - C. Money.
 - D. Publicity.

Section C

Directions: In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D. Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 16 to 18 are based on the recording you have just heard.

16. A. It is accessible only to the talented.
- B. It improves students' ability to think.
 - C. It starts a lifelong learning process.
 - D. It gives birth to many eminent scholars.
17. A. They encourage academic democracy.
- B. They promote globalization.
 - C. They uphold the presidents' authority.
 - D. They protect students' rights.
18. A. His thirst for knowledge.
- B. His eagerness to find a job.
 - C. His contempt for authority.
 - D. His potential for leadership.

Questions 19 to 22 are based on the recording you have just heard.

19. A. Few people know how to retrieve information properly.
- B. People can enhance their memory with a few tricks.
 - C. Most people have a rather poor long-term memory.
 - D. People tend to underestimate their mental powers.
20. A. They present the states in a surprisingly different order.
- B. They include more or less the same number of states.
 - C. They are exactly the same as is shown in the atlas.
 - D. They contain names of the most familiar states.
21. A. Focusing on what is likely to be tested.
- B. Having a good sleep the night before.
 - C. Reviewing your lessons where the exam is to take place.

D. Making sensible decisions while choosing your answers.

22. A. Discover when you can learn best.

B. Change your time of study daily.

B. Give yourself a double bonus afterwards.

D. Follow the example of a marathon runner.

Questions 23 to 25 are based on the recording you have just heard.

23. A. He is a politician.

B. He is a businessman.

C. He is a sociologist.

D. He is an economist.

24. A. In slums.

B. In Africa.

C. In pre-industrial societies.

D. In developing countries.

25. A. They have no access to health care, let alone entertainment or recreation.

B. Their income is less than 50% of the national average family income.

C. They work extra hours to have their basic needs met.

D. Their children cannot afford to go to private schools.



Conversation 1 □□□□□

W: Mr. Ishiguro, have you ever found one of your books at a second-hand bookstore?

M: Yes. That kind of thing is difficult. If they've got my book there, I think "Well, this is an insult! Somebody didn't want to keep my book." But if it's not there, I feel it's an insult too. I think, "Why aren't people exchanging my book? Why isn't it in this store?"

W: Does being a writer require a thick skin?

M: Yes. For example, my wife can be very harsh. I began working on my latest book, *The Buried Giant*, in 2004, but I stopped after I showed my wife a little section. She thought it was rubbish.

W: Even after you won a Booker Prize?

M: She is not intimidated at all, and she criticizes me in exactly the same way she did when I was first unpublished and I was starting.

W: But you would never compromise on your vision?

M: No. I wouldn't ever compromise on the essential, the ideas, or the themes. This isn't really what my wife is trying to criticize me about. It's always about execution.

W: So why did you put your book *The Buried Giant* aside for so long? Apparently, you started working on it over ten years ago.

M: I've often stopped writing the book and left it for a few years. And by the time I come back to it, it may have changed. Usually my imagination has moved on, and I can think of different contexts or a different way to do it.

W: What does it feel like when you finally finish a book?

M: It's funny you ask that, because I never have this moment when I feel "Ah, I've finished!" I watch footballers at the end of the match, you know; the whistle goes and they've won or lost. Until then, they've been giving everything they have, and at that moment they know it's over. It's funny for an author. There's never a finishing whistle.

Questions 1 to 4 are based on the conversation you have just heard.

1. How would the man feel if he found his book in a second-hand bookstore?
2. What does the man's wife think of his books?
3. What does the man do when he engages in writing?
4. What does the man want to say by mentioning the football match?

Conversation 2 □□□□

W: According to a study of Race & Equity in Education, black athletes are dropping out of college across the country at alarming rates. With us to talk about the findings in the study is Washington Post columnist Kevin Blackstone. Good morning!

M: Good morning. How are you? Fine, thank you.

W: What is new that you found in this study?

M: Well, this is Shaun Harper's study. And he points out that on major college campuses across the country, black males make up less than 3 percent of undergraduate enrollments. Yet, when you look at their numbers or percentages on the revenue-generating sports teams of football and basketball, they make up well into 50-60 percent of those teams. So the idea is that they are really there to be part of the revenue-generating working class of athletes on campus, and not necessarily there to be part of the educating class as most students in other groups are.

W: Compared with other groups, I think the numbers in this group at those 65 schools are something like just barely more than half of the black male athletes graduate at all.

M: Exactly. And what's really bad about this is these athletes are supposedly promised at least one thing as reward for all their blood and sweat. And that is a college degree, which can be a transformative tool in our society when you talk about upward mobility. And that's really the troubling part about this.

W: Well, this has been talked about so much, really, in recent years. Why hasn't changed?

M: Well, I think one of the reasons it hasn't changed is because there is really no economic pressure to change this. All of the incentive is really on winning and not losing on the field or on the court. Coaches do not necessarily have

the incentive to graduate players.

Questions 5 to 8 are based on the conversation you have just heard.

5. What are the speakers talking about?
6. What is the new finding about black male athletes in the study?
7. What is the graduation rate of black male athletes?
8. What accounts for black athletes' failure to obtain a college degree according to the man?

Passage 1 □□□□□

America's holiday shopping season starts on Black Friday, the day after Thanksgiving. It is the busiest shopping day of the year. Retailers make the most money this time of year, about 20 to 30 percent of annual revenue. About 136 million people will shop during the Thanksgiving holiday weekend. More and more will shop online. In an era of instant information, shoppers can use their mobile phones to find deals. About 183.8 million people will shop on Cyber Monday, the first Monday after Thanksgiving. More than half of all holiday purchases will be made online. One in five Americans will use a tablet or smartphone. Online spending on black Friday will rise 15 percent to hit 2.7 billion dollars this year. Cyber Monday spending will increase 12 percent to 3 billion dollars. For many, shopping online was "a more comfortable alternative" than crowded malls. The shift to online shopping has had a big impact on traditional shopping malls. Since 2010, more than 24 shopping malls have closed and an additional 60 are struggling. However, Fortune says weakest of the malls have closed. The sector is thriving again. The international Council of Shopping Centers said 94.2 percent of malls were full, or occupied with shops by the end of 2014. That is the highest level in 27 years. Economist, Gus Faucher, said lower unemployment and rising wages could give Americans more money to spend. The average American consumer will spend about 805 dollars on gifts. That's about 630.5 billion dollars between November and December, an increase of 3.7 percent from last year.

Questions 9 to 12 are based on the passage you have just heard.

9. What is the speaker mainly talking about?
10. How many people will shop on Cyber Monday?
11. What does Fortune say about traditional shopping malls?
12. What is said to account for the increase number of shoppers?

Passage 2 □□□□□

For years, many of us have relied on antibiotic use to treat various infections. And the reality is that antibiotics have been responsible for saving millions of lives since penicillin, one of the earliest antibiotics who's first used on a clinical basis 70 years ago. However, today is a new era in which taking antibiotics can cause some very dangerous and potentially life-threatening situations. In fact, you may have heard about the new "superbugs", which are antibiotic-resistant bacteria that have developed as a result of overprescribed

antibiotics. In the past, health experts warned us that the day would come in which it would become very difficult to provide medical care for even common problems, such as lung infection or severe sore throat. And apparently that day has come, because seemingly routine operations such as knee replacements are now much more hazardous due to the looming threat of these infections. The problem has grown into such epidemic proportions that this severe strain of resistant bacteria is being blamed for nearly 700,000 deaths each year throughout the world. And unfortunately, health experts worry that the number will rise to 10 million or more on a yearly basis by 2050. With such a large life-threatening epidemic, it is sad to say that only 1.2 percent of budgetary money for the National Institutes of Health is currently being spent on research to tackle this problem. This is a far cry from the funds necessary for a problem of such magnitude.

Questions 13 to 15 are based on the passage you have just heard.

13. What do we learn about the "superbugs"?
14. What is the result of the overuse of antibiotics?
15. What is most urgently needed for tackling the large life-threatening epidemic, according to the speaker?

Recording 1 □□□□□□

This is the reason you are here in a university. You are here to be educated. You are here to understand thinking better and to think better yourself. It's not a chance you are going to have throughout your lifetime. For the next few years, you have a chance to focus on thinking. I think about some of the students who took advantage of their opportunities in a university. One of the stories I always like to tell is about a freshman seminar that I had a chance to teach at Harvard when I was President of the university. I taught a seminar on globalization and I assigned a reading that I had written about global capital flows. And as I did each week, I asked one of the students to introduce the reading. And this younger man in October of his freshman year said something like the following. "The reading by President Simons on the flow of capital across countries, it was kind of interesting, but the data did not come close to supporting the conclusions." And I thought to myself, "What a fantastic thing this was!" How could somebody who had been there for five weeks tell the person who had the title President that he didn't really know what he was talking about? And it was a special moment. Now, I don't want to be misunderstood. I explained to my student that I actually thought he was rather more confused than I was, and I argued back. But what was really important about that was the universities stand out as places that really are about the authority of ideas. You see it in faculty members who are pleased when their students make a discovery that undermines a cherished theory that they had put forward. I think of another students I had who came to me one morning, one evening actually, walked into my office and said that I had written a pretty good paper, but that it had five important mistakes and that

he wanted a job. You could debate whether they actually were mistakes, but you couldn't debate that young man's hunger to learn. You could not debate that that young man was someone who wanted to make a difference in economics and he is today a professor of economics and his works are more cited as an economist than any other economist in the world.

Questions 16 to 18 are based on the recording you have just heard.

16. What does the speaker say about a university?
17. What do we learn from the speaker's stories about universities?
18. What does the speaker see in the young man who challenged his paper?

Recording 2 □□□□

Psychological research shows we consistently underestimate our mental powers. If you think this does not apply to you, then here is a simple test to show you're wrong. Write down the names of all the American states you can remember. Put the list away, and then set yourself the same task a week later. Provided you have not cheated by consulting an atlas, you will notice something rather surprising. The two lists will contain roughly the same number of states, but they will not be identical. Some names will have slipped away, but others will have replaced them. This suggests that somewhere in your mind you may well have a record of virtually every state. So it is not really your memory letting you down, just your ability to retrieve information from it. We would remember a lot more if we had more confidence in your memories and knew how to use them properly. One useful tip is that things are more likely to be remembered if you are in exactly the same state and place as you were when you learn them. So if you are a student who always reviews over black coffee, perhaps it would be sensible to prime yourself with a cup before the exam. If possible, you should also try to learn information in the room where it is going to be tested. When you learn is also important. Lots of people swear they can absorb new information more efficiently at some times of the day than at others. Research shows this is not just imagination. There is a biological rhythm for learning. Though it affects different people in different ways, for most of us the best plan is to take in new information in the morning, and then try to consolidate it into memory during the afternoon. But this does not apply to everyone, so it is essential to establish your own rhythm. You can do this by learning a set number of lines of poetry at different times of the day, and see when most lines stick. When you have done this, try to organize your life so that the time set aside for learning coincides with the time when your memory is at its best. Avoid learning marathons. They do not make the best use of your mind. Take plenty of breaks, because they offer a double bonus. The time off gives your mind a chance to do some preliminary consolidation, and it also gives a memory boost to the learning.

Questions 19 to 22 are based on the recording you have just heard.

19. What does the simple test suggest?
20. What do we learn about the two lists in the test?

21. What does the speaker suggest about preparing for and taking an exam?
22. What tip does the speaker give on learning?

Recording 3 □□□□□

Hello, today I'm going to talk about poverty. Poverty has become a critical issue in today's world. It concerns not only us sociologists, but also economists, politicians and business people. Poverty has been understood in many different ways. One useful way is to distinguish between three degrees of poverty: extreme poverty, moderate poverty, and relative poverty. The first type of poverty is extreme poverty; it's also called absolute poverty. In extreme poverty, households cannot meet basic needs for survival. People are chronically hungry. They are unable to access safe drinking water, let alone health care. They cannot afford education for their children. In short, people who live in extreme poverty do not have even the minimum resources to support themselves and their families. Where does extreme poverty occur? Well, you can find it only in developing countries. Well, what about moderate poverty? Unlike extreme poverty, moderate poverty generally refers to conditions of life in which basic needs are met but barely. People living in moderate poverty have the resources to keep themselves alive, but only at a very basic level. For example, they may have access to drinking water, but not clean, safe drinking water. They may have a home to shelter themselves, but it does not have power supply, a telephone or plumbing. The third kind of poverty is relative poverty. Relative poverty is generally considered to be a household income level, which is below a given proportion of average family income. The relatively poor live in high-income countries, but they do not have a high income themselves. The method of calculating the poverty line is different from country to country, but we can say that basically a family living in relative poverty has less than a percentage of the average family income. For example, in the United States, a family can be considered poor if their income is less than 50% of the national average family income. They can meet their basic needs, but they lack access to cultural goods, entertainment and recreation. They also do not have access to quality health care, or other prerequisites for upward social mobility. Well, I have briefly explained to you how poverty can be distinguished as extreme poverty, moderate poverty and relative poverty. We should keep these distinctions in mind when we research people's living conditions, either in the developing or the developed world.

Questions 23 to 25 are based on the passage you have just heard.

23. What does the speaker do?
24. Where does the speaker say we can find extreme poverty?
25. What do we learn about American people living in relative poverty?

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Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 1 to 4 are based on the conversation you have just heard.

1. A) They reward businesses that eliminate food waste.
B) They prohibit the sale of foods that have gone stale.
C) They facilitate the donation of unsold foods to the needy.
D) They forbid businesses to produce more foods than needed.
2. A) It imposed penalties on businesses that waste food.
B) It passed a law aiming to stop overproduction.
C) It voted against food import from outside Europe.
D) It prohibited the promotion of bulk food sales.
3. A) It has warned its people against possible food shortages.
B) It has penalized businesses that keep overproducing foods.
C) It has started a nationwide campaign against food waste.
D) It has banned supermarkets from dumping edible foods.
4. A) The confusion over food expiration labels.
B) The surplus resulting from overproduction.
C) Americans' habit of buying food in bulk.
D) A lack of regulation on food consumption.

Questions 5 to 8 are based on the conversation you have just heard.

5. A) It has started a week-long promotion campaign.
B) It has just launched its annual anniversary sales.
C) It offers regular weekend sales all the year round.
D) It specializes in the sale of ladies' designer dresses.
6. A) Price reductions for its frequent customers.
B) Coupons for customers with bulk purchases.
C) Free delivery of purchases for senior customers.
D) Price adjustments within seven days of purchase.

- 7. A) Mail a gift card to her.
- B) Allow her to buy on credit.
- C) Credit it to her account.
- D) Give her some coupons.
- 8. A) Refunding for goods returned.
- B) Free installing of appliances.
- C) Prolonged goods warranty.
- D) Complimentary tailoring.

Section B

Directions: In this section, you will hear two passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 9 to 11 are based on the passage you have just heard.

- 9. A) They are thin, tall, and unlike real human beings.
- B) They have more than twenty different hair textures.
- C) They have twenty-four different body shapes in total.
- D) They represent people from virtually all walks of life.
- 10. A) They do not reflect young girls' aspirations.
- B) They are not sold together with the original.
- C) Their flat feet do not appeal to adolescents.
- D) Their body shapes have not changed much.
- 11. A) In toy stores.
- B) In shopping malls.
- C) On the Internet.
- D) At Barbie shops.

Questions 12 to 15 are based on the passage you have just heard.

- 12. A) Moveable metal type began to be used in printing.
- B) Chinese printing technology was first introduced.
- C) The earliest known book was published.
- D) Metal type was imported from Korea.
- 13. A) It had more than a hundred printing presses.
- B) It was the biggest printer in the 16th century.
- C) It helped the German people become literate.
- D) It produced some 20 million volumes in total.
- 14. A) It pushed handwritten books out of circulation.

- B) It boosted the circulation of popular works.
- C) It made writing a very profitable career.
- D) It provided readers with more choices.
- 15. A) It accelerated the extinction of the Latin language.
- B) It standardized the publication of grammar books.
- C) It turned translation into a welcome profession.
- D) It promoted the growth of national languages.

Section C

Directions: In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through centre.

Questions 16 to 18 are based on the recording you have just heard.

- 16. A) They get bored after working for a period of time.
- B) They spend an average of one year finding a job.
- C) They become stuck in the same job for decades.
- D) They choose a job without thinking it through.
- 17. A) See if there will be chances for promotion.
- B) Find out what job choices are available.
- C) Watch a film about ways of job hunting.
- D) Decide which job is most attractive to you.
- 18. A) The qualifications you have.
- B) The pay you are going to get.
- C) The culture of your target company.
- D) The work environment you will be in.

Questions 19 to 22 are based on the recording you have just heard.

- 19. A) It is as important as Christmas for African-Americans.
- B) It is a cultural festival founded for African-Americans.
- C) It is an ancient festival celebrated by African-Americans.
- D) It is a religious festival celebrated by African-Americans.
- 20. A) To urge African-Americans to do more for society.
- B) To call on African-Americans to worship their gods.
- C) To help African-Americans to realize their goals.
- D) To remind African-Americans of their sufferings.
- 21. A) Faith in self-determination.
- B) The first fruits of the harvest.
- C) Unity and cooperative economics.

- D) Creative work and achievement.
- 22. A) They recite a principle.
- B) They take a solemn oath.
- C) They drink wine from the unity cup.
- D) They call out their ancestors' names.

Questions 23 to 25 are based on the recording you have just heard.

- 23. A) It is one of the world's most healthy diets.
- B) It contains large amounts of dairy products.
- C) It began to impact the world in recent years.
- D) It consists mainly of various kinds of seafood.
- 24. A) It involved 13,000 researchers from Asia, Europe and America.
- B) It was conducted in seven Mid-Eastern countries in the 1950s.
- C) It is regarded as one of the greatest researches of its kind.
- D) It has drawn the attention of medical doctors the world over.
- 25. A) They care much about their health.
- B) They eat foods with little fat.
- C) They use little oil in cooking.
- D) They have lower mortality rates.



Conversation 1 □□□□□□□□

M: And now for the lighter side of news, Europe is setting an example for the rest of the world when it comes to food waste.

W: That's right, John. This week the Italian government passed legislation that aimed to dramatically reduce the amount of food wasted in the country. New laws have been put into place that would make it easier for farms and supermarkets to donate unsold foods to those who're in need.

M: Yes. In addition to this, businesses will now be rewarded for successful efforts to cut food waste.

W: Italy is not the only country to focus on reducing food waste. Just earlier this year, the European Parliament voted in favor of legislation that would stop grocery giants from unfair trading practices that result in overproduction, thus creating waste.

M: In France, the government has banned supermarkets from throwing away edible foods and imposed harsh penalties on businesses that fail to comply with the regulations.

W: While there is still much progress to be made, other countries could learn a thing or two from the example set by France and Italy. In the United States, up to forty percent of all food goes uneaten despite the fact that one in seven

American households lacks regular access to good food. One major cause of this problem is the confusion over food expiration labels, which are currently not regulated by the government.

M: All this could change soon. This wave of new laws in Europe will definitely put more pressure on law makers to reduce food waste here. We turn now to a spokesperson from Harvard University's Food Law and Policy Clinic for more on the story. And now, let's welcome Prof. Edward Becker to speak to us.

Questions 1 to 4 are based on the conversation you have just heard.

1. What does the woman say about the new laws in Italy?
2. What did the European Parliament do to reduce food waste?
3. What has the French government done recently?
4. What is the major cause of food waste in the United States?

Conversation 2 □□□□□

M: Thank you for calling Saks Fifth Avenue department store. How can I be of assistance to you today?

W: Hello. I was in your store this past weekend and bought a few items. Yesterday, my friend told me that the annual anniversary sales'd begun. It turned out she bought the same sweater as I did but for a much lower price.

M: Yes. Our anniversary sales started on Monday. We do offer price adjustments within seven days of purchase to ensure our customers' satisfaction. You said you did the purchase here this past weekend?

W: Yes. I was shopping in your store last Sunday afternoon.

M: That would definitely fall within the price adjustment window. Do you have an account with us? We can credit your account directly with the difference if you wish. Otherwise we can send a gift card by mail if you prefer.

W: Crediting my account would be wonderful. Thank you. Now that you mention there's a sale going on, I do remember a dress I quite like when I was in the shop on Sunday. Is it on offer as well?

M: Yes, I am. All the new arrivals are 15-20% off. In addition to the sale, we're running a promotion for complimentary tailoring if you need it.

W: That's good news. The dress really caught my eye but I did have some concerns about the length. How long will the alterations take?

M: Our tailoring department guarantees alterations to be completed within five working days. If you like, I can set one aside for you. If you're able to come this afternoon, you can give your name to the sales manager and they will be able to assist you.

Questions 5 to 8 are based on the conversation you have just heard.

5. What do we learn about Saks department store?
6. What does the man say Saks department store offers?
7. What does the woman want the store to do to address the price difference?
8. What is the service Saks department store offers in addition to the promotion sale?

Passage 1 □□□□

Barbie dolls have a particular look to them. They're thin, tall, long-legged and virtually unlike any real human being. Although over the years Barbie has had more than 180 different careers - including football coach, sign language teacher, ambassador, president and astronaut - her body shape hasn't changed much. Last year Mattel, the company that makes Barbie dolls, added some Barbies to its line that have different skin tones and hair textures. There are now Barbies with one of seven skin tones, 22 eye colors and 24 hair styles to choose from. Last year Mattel also gave Barbie a flat foot, rather than forcing her to be "in heels" all the time like the original Barbie is. Now they are introducing new Barbies with three slightly different body shapes while the original, tall and thin Barbies will continue to be sold. In a statement on its website, the company says it wants Barbies to look more like real people, and to give girls everywhere infinitely more ways to spark their imagination and play out their stories. Although many people say the new Barbies are a step in the right direction, some people say they don't go far enough. They say that the new body shapes could be even more different from the original, tall, thin Barbies. Sales of Barbie dolls have been falling "every year since 2012," according to CBC News. The toys aren't in stores yet but they will be sold online at the Barbie website, starting this week, for \$9.99.

Questions 9 to 11 are based on the passage you have just heard.

9. What do we know about the original Barbie dolls?
10. Why do some people feel unsatisfied with the new Barbie dolls?
11. Where will the new Barbie dolls be sold first?

Passage 2 □□□□

The earliest printed book we know today appeared in China in the year 868 and metal type was in use in Korea at the beginning of the fifteenth century, but it was in Germany around the year 1450 that a printing press using movable metal type was invented. Capitalism turned printing from an invention into an industry. Right from the start, book printing and publishing were organized on capitalist lines. The biggest sixteenth-century printer, Plantin of Antwerp, had twenty-four printing presses and employed more than a hundred workers. Only a small fraction of the population was literate, but the production of books grew at an extraordinary speed. By 1500 some twenty million volumes had already been printed. The immediate effect of printing was to increase the circulation of works that were already popular in a handwritten form, while less popular works went out of circulation. Publishers were interested only in books that would sell fairly quickly in sufficient numbers to cover the costs of production and make a profit. Thus, while printing enormously increased access to books by making cheap, high-volume production possible, it also reduced choice. The great cultural impact of printing was that it facilitated the growth of national languages. Most early books were printed in Latin, but the market for Latin was limited, and in its

pursuit of larger markets the book trade soon produced translations into the national languages emerging at the time. Printing indeed played a key role in standardizing and stabilizing these languages by fixing them in print, and producing dictionaries and grammar books.

Questions 12 to 15 are based on the passage you have just heard.

12. What happened in Germany around the year 1450?
13. What does the speaker say about the printer, Plantin of Antwerp?
14. What was the immediate effect of printing?
15. What was the great cultural impact of printing?

Recording 1 □□□□□□□□

You dream about being a movie star. You'll live in a big house in Hollywood, go to the Oscars every year - and win! You'll be rich and famous. Wait a minute, you also hate having your photos taken, and you're very shy. So how could you ever become a movie star? Choosing a right career can be hard. Many people graduate from school or college not knowing what to do with their lives, and get a job without really thinking about it. For some, things work out fine, but others often find themselves stuck in a job they hate. Your working life lasts an average of forty years, so it's important to find a job you like and feel enthusiastic about. Luckily, there are many ways you can get help to do this. The Australian website, www.careersonline.com, compares choosing a career with going to the movies. Before you see a movie, you find out what films are showing. The site suggests you should do the same with your career - find out what jobs are available and what your options are. Next, decide which movie you like best; if you're not a romantic person, you won't want to see a love story. In other words, with your career, you should decide which job will suit your personality. Finally, decide how to get movie tickets, and find out where the theater is before you go. With your career, you need to find information about where you can work, and how to get a job in that profession. So, how do you start? Begin by asking yourself some questions. Some jobs require you to have certain life experiences: Have you traveled overseas? Do you have any extra certificates besides your degree, such as a first aid license, for example? Your physical state and build can also affect which jobs you can do. A person, for example, who is allergic to cats would probably never become an animal doctor. Flight attendants, firefighters, and police officers have to be over a certain height, and be physically fit. Your personality matters, too. Are you outgoing or shy? If you like working alone, a job that requires lots of teamwork might not suit you. Choosing a career can take time and a lot of thought. However, when you know you can look forward to working in your dream job, you'll be glad you thought it through.

Questions 16 to 18 are based on the recording you have just heard.

16. What does the speaker say about many college graduates?
17. What does the Australian website suggest you do first to find a suitable job?

18. What should you think about when you look for the right job according to the Australian website?

Recording 2 □□□

Kwanzaa is a cultural festival during which African-Americans celebrate and reflect upon their rich heritage as the products of two worlds. It begins December 26 and lasts for seven days. Kwanzaa was founded in 1966 by Dr. Karenga, a college professor and African-American leader, who believed that a special holiday could help African-Americans meet their goals of building strong families, learning about their history, and creating a sense of unity. After conducting extensive research in which he studied the festivals of many African groups of people, he decided that the new holiday should be a harvest or "first fruits" celebration, incorporating ideas from many different harvest traditions. Kwanzaa is a Kiswahili word meaning "the first fruits of the harvest." The East African language of Kiswahili was chosen as the official language of Kwanzaa because it is a non-tribal language, spoken by a large portion of the African population. Also, its pronunciation is easy. Kwanzaa is based on seven principles which are unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity and faith. One principle is highlighted each day of the holiday. In preparation for the celebration, a straw mat is placed on the table, along with a candle holder with seven candles, one black, three red, and three green. The black candle represents the African-American people, the red is for their struggles, and the green represents their hopes for the future. Other items placed on the table are a variety of fruit, ears of corns, gifts, and a communal unity cup for pouring and sharing drinks. Each day of Kwanzaa, usually before the evening meal, family and friends gather around the table and someone lights a candle, beginning with the black. After that, candles are lit alternately from left to right. While the candle is being lit, a principle is recited; then each person present takes a turn to speak about the importance that principle has to himself or herself. Next the ceremony focuses on remembering those who have died. A selected person pours water or juice from the unity cup into a bowl. That person then drinks from the cup and raises it high saying "Harambee" which means "Let's all pull together." All repeat "Harambee!" seven times and each person drinks from the cup. Then names of African-American leaders and heroes are called out, and everyone reflects upon the great things these people did. The ceremony is followed by a meal, and then singing and perhaps listening to African music.

Questions 19 to 22 are based on the recording you have just heard.

19. What does the speaker say about Kwanzaa?
20. For what purpose did Dr. Karenga create this special holiday?
21. What does the word "Kwanzaa" mean?
22. What did people do while each candle was being lit at the Kwanzaa celebration?

Recording 3 □□□□□

The Mediterranean diet is based upon the eating patterns of traditional cultures in the Mediterranean region. Several noted nutritionists and research projects have concluded that this diet is one of the most healthful in the world in terms of preventing such illnesses as heart disease and cancer, and increasing life expectancy. The countries that have inspired the Mediterranean diet all surround the Mediterranean Sea. These cultures have eating habits that developed over thousands of years. In Europe, parts of Italy, Greece, Portugal, Spain, and southern France adhere to principles of the Mediterranean diet, as do Morocco and Tunisia in North Africa. Parts of the Balkan region and Turkey follow the diet, as well as Middle Eastern countries like Lebanon and Syria. The Mediterranean region is warm and sunny, and produces large supplies of fresh fruits and vegetables almost the year round that people eat many times a day. Wine, bread, olive oil, and nuts are other staples of the region, and the Mediterranean Sea has historically yielded abundant quantities of fish. International interest in the therapeutic qualities of the Mediterranean diet began back in the late 1950s, when medical researchers started to link the occurrence of heart disease with diet. Dr. Ancel Keys performed an epidemiological analysis of diets around the world. Entitled the Seven Countries Study, it is considered one of the greatest studies of its kind ever performed. In it, Keys gathered data on heart disease and its potential causes from nearly 13,000 men in Greece, Italy, Croatia, Serbia, Japan, Finland, the Netherlands, and the United States. The study was conducted over a period of decades. It concluded that the Mediterranean people in the study enjoyed some significant health advantages. The Mediterranean groups had lower mortality rates in all age brackets and from all causes, particularly from heart disease. The study also showed that the Mediterranean diet is as high or higher in fat than other diets, obtaining up to 40% of all its calories from fat. It has, however, different patterns of fat intake. Mediterranean cooking uses smaller amounts of saturated fat and higher amounts of unsaturated fat, mostly in the form of olive oil. Saturated fats are fats that are found principally in meat and dairy products, although some nuts and vegetable oils also contain them. Saturated fats are used by the body to make cholesterol, and high levels of cholesterol have since been directly related to heart disease.

Questions 23 to 25 are based on the recording you have just heard.

23. What has research concluded about the Mediterranean diet?
24. What do we learn about the Seven Countries Study?
25. What do we learn about the Mediterranean people from the Seven Countries Study?

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Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 1 to 4 are based on the conversation you have just heard.

1. A) Say a few words to thank the speaker.
B) Introduce the speaker to the audience.
C) Give a lecture on the history of the town.
D) Host a talk on how to give a good speech.
2. A) He was the founder of the local history society.
B) He has worked with Miss Bligh for 20 years.
C) He has published a book on public speaking.
D) He joined the local history society when young.
3. A) She was obviously better at talking than writing.
B) She had a good knowledge of the town's history.
C) Her speech was so funny as to amuse the audience.
D) Her ancestors came to the town in the 18th century.
4. A) He read exactly what was written in his notes.
B) He kept forgetting what he was going to say.
C) He made an embarrassing remark.
D) He was too nervous to speak up.

Questions 5 to 8 are based on the conversation you have just heard.

5. A) What their retailers demand.
B) What their rivals are doing.
C) How they are going to beat their rivals.
D) How dramatically the market is changing.
6. A) They should be taken seriously.
B) They are rapidly catching up.
C) Their business strategy is quite effective.
D) Their potential has been underestimated.

- 7. A) She had given it to Tom.
B) It simply made her go frantic.
C) She had not seen it yet.
D) It was not much of a big concern.
- 8. A) Restructuring the whole company.
B) Employing more forwarding agents.
C) Promoting cooperation with Jayal Motors.
D) Exporting their motorbikes to Indonesia.

Section B

Directions: In this section, you will hear two passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 9 to 11 are based on the passage you have just heard.

- 9. A) It makes claims in conflict with the existing research.
B) It focuses on the link between bedtime and nutrition.
C) It cautions against the overuse of coffee and alcohol.
D) It shows that "night owls" work much less efficiently.
- 10. A) They pay greater attention to food choice.
B) They tend to achieve less than their peers.
C) They run a higher risk of gaining weight.
D) They stand a greater chance to fall sick.
- 11. A) Get up late.
B) Sleep 8 hours a day.
C) Exercise more.
D) Go to bed earlier.

Questions 12 to 15 are based on the passage you have just heard.

- 12. A) All of the acting nominees are white.
B) It has got too much publicity on TV.
C) It is prejudiced against foreign films.
D) Only 7% of the nominees are female.
- 13. A) 22 percent of movie directors were people of color.
B) Half of the TV programs were ethnically balanced.
C) Only one-fifth of TV shows had black characters.
D) Only 3.4 percent of film directors were women.
- 14. A) Non-white males.

- B) Program creators.
 - C) Females of color over 40.
 - D) Asian speaking characters.
15. A) They constitute 17% of Hollywood movie characters.
 B) They are most underrepresented across TV and film.
 C) They contribute little to the U.S. film industry.
 D) They account for 8.5% of the U.S. population.

Section C

Directions: In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 16 to 18 are based on the recording you have just heard.

16. A) One that can provide for emergency needs.
 B) One that can pay for their medical expenses.
 C) One that covers their debts and burial expenses.
 D) One that ensures a healthy life for their later years.
17. A) Purchase insurance for their children.
 B) Save sufficient money for a rainy day.
 C) Buy a home with a small down payment.
 D) Add more insurance on the breadwinner.
18. A) When their children grow up and leave home.
 B) When they have saved enough for retirement.
 C) When their family move to a different place.
 D) When they have found better-paying jobs.

Questions 19 to 22 are based on the recording you have just heard.

19. A) They do more harm than good.
 B) They have often been ignored.
 C) They do not help build friendship.
 D) They may not always be negative.
20. A) Biased sources of information.
 B) Ignorance of cultural differences.
 C) Misinterpretation of Shakespeare.
 D) Tendency to jump to conclusions.
21. A) They are hard to dismiss once attached to a certain group.
 B) They may have a negative impact on people they apply to.
 C) They persist even when circumstances have changed.

- D) They are often applied to minorities and ethnic people.
- 22. A) They impact people more or less in the same way.
- B) Some people are more sensitive to them than others.
- C) A positive stereotype may help one achieve better results.
- D) A negative stereotype sticks while a positive one does not.

Questions 23 to 25 are based on the recording you have just heard.

- 23. A) Use some over-the-counter medicine instead.
- B) Quit taking the medicine immediately.
- C) Take some drug to relieve the side effect.
- D) Ask your pharmacist to explain why it occurs.
- 24. A) It may help patients fall asleep.
- B) It may lead to mental problems.
- C) It may cause serious harm to one's liver.
- D) It may increase the effect of certain drugs.
- 25. A) Tell their children to treat medicines with respect.
- B) Keep medicines out of the reach of their children.
- C) Make sure their children use quality medicines.
- D) Ask their children to use legitimate medicines.



Conversation One □□

W: You're going to give a short speech of thanks for the speaker this evening, aren't you, Bill?

M: Yes.

W: You don't sound very enthusiastic. It's not that bad, is it?

M: No, I don't mind really. But I can never forget the first speech of thanks I did.

W: Why? What happened?

M: Well, I was in my early twenties. I joined the local history society.

W: Yes.

M: Anyway, I went along to a lecture by a Miss Bligh.

W: Oh. Do go on.

M: She was going to talk with slides about our town in the eighteenth century. She'd just published a book on the subject, which was reckoned to be quite good. So I went along. When I arrived, the secretary asked me if I could give the speech of thanks. Rather stupidly, I said yes.

W: We've all done it.

M: Anyway, from that point on, I was scared. What should I say? I decided to make notes during the lecture and refer to interesting parts and thank her on

behalf of the society. In fact, by the time Miss Bligh stood up to talk, I was feeling much better. But she was so nervous that she kept forgetting what to say, and she spoke almost in a whisper. People at the back kept calling out "we can't hear." It was embarrassing.

W: I can imagine it.

M: At least the slides were good, that is, until the bulb in the projector blew. And she had to finish the talk with no illustrations.

W: So what did you say in your speech of thanks?

M: What can you say? You have to be polite. I mentioned the interesting facts, referred to the excellent slides, and then finished up by saying "we'd all like to thank Miss Bligh for blowing us her slides."

W: Oh, no.

M: I felt terrible. I tried to apologize, not very successfully.

W: And the speech of thanks this evening?

M: I'll write down exactly what I'm going to say and read it carefully.

Questions 1 to 4 are based on the conversation you have just heard.

1. What is the man asked to do this evening?
2. What do we learn about the man?
3. What does the man say about Miss Bligh?
4. What does the man say about the first time he gave a speech of thanks?

Conversation Two □□□□

W: Another cup of tea, Paul?

M: No, thanks. Well, what's new, Lorry?

W: Nothing dramatic. But there's something you should know about.

M: What's that?

W: Well, our rivals are offering extended credit terms to some of the retailers in the area.

M: Oh? Which rival is this? We only have two.

W: Barratt's Company.

M: Oh, them. Well, they're hardly a threat.

W: I know they're smaller than us, but we can't afford to ignore them.

M: Yes, you're right, Lorry. But I don't like extended credit. It ties up cash we could put to better use elsewhere. But I'll look into it on Monday.

W: Yes. And there's something else.

M: Don't tell me! The letter from the tax revenue office?

W: Right. How did you know?

M: Tara told me. What's the problem?

W: Well, Tom got this letter late yesterday and then went frantic trying to find copies of last year's accounts.

M: Did he find them?

W: No. And he was away before I could get hold of the letter.

M: How about a drive down to the office now? And we'll see if everything's all right. There's another reason why I wanted a chat with you before Monday.

W: I thought as much. Well, go on, surprise me.

M: How about selling that new motorcycle of yours in Indonesia?

W: What? You mean export? Paul, I think you've been away too long. This is Jayal Motors. We've never sold a bike abroad.

M: Don't worry, Lorry. I'm not crazy. I've been studying the possibility and I think we should give it a go.

W: It's not as easy as that though, is it? We'd have to reorganize the whole company.

M: Don't be silly. I don't intend starting next week. We'll have to plan it properly and of course, there'll be a few problems.

W: A few problems? I can see hundreds! For one thing, transport. I have enough trouble delivering bikes to shops only 40 miles away, never mind 5,000 miles...

M: That's what forwarding agents are for.

Questions 5 to 8 are based on the conversation you have just heard.

5. What does the woman think the man should know?

6. What does the woman think of Barratt's company?

7. What did the woman say about the letter from the tax revenue office?

8. What is the man thinking of doing?

Passage One □□□□□□

A report on sleep and nutrition released this month found that people who consistently went to bed earlier than 11 p.m. took in fewer calories and ate more healthy food. In contrast, "night owls" who go to bed between 11 p.m. and 3 a.m. tend to consume more coffee, alcohol, refined sugars, and processed meats than early risers. This report corresponds with the existing scientific literature on bedtime and wellness. The relationship between getting more sleep and making better food choices is well-documented. A study published last year in The American Journal of Clinical Nutrition found that people who sleep more tend to eat less unhealthy food than their peers who don't get as much rest. And a 2015 study from the University of California, Berkeley, found that teens who go to bed late are more likely to gain weight over a five-year period. As a group, "night owl" types tend to eat less healthy food and take in more calories overall than early risers. The later one goes to bed, the more calories one records the next day. It's as yet a challenge to explain the cause-and-effect relationship between sleep and nutrition. There may be a third factor that impacts both of them, or the relationship could be reversed, that is, people who eat less fall asleep earlier. Still, if late sleepers want to lose a few pounds, they can go to bed earlier than they usually do, thereby reducing their chances of taking snacks before bedtime.

Questions 9 to 11 are based on the passage you have just heard.

9. What do we learn about the report released this month?

10. What does the study from the University of California, Berkeley, find about teens who go to bed late?

11. What should "night owls" do to reduce their consumption of unhealthy food?

Passage Two □□□□□□□□

Researchers have found not just a diversity problem in Hollywood, but actually an inclusion crisis. With less than a week before an Oscars ceremony that has already been criticized for an all-white list of acting nominees, a study shows the film industry does worse than television. Just 3.4 percent of film directors were female, and only 7 percent of films had a cast whose balance of race and ethnicity reflected the country's diversity. When researchers looked at all TV shows, they also found that women of color over 40 were regarded as "largely invisible" and just 22 percent of TV series creators were female. Overall, the study found half the films and TV shows had no Asian speaking characters and more than one-fifth of them had no black characters with dialogue. The film industry still functions as a straight, white, boy's club. When looking at how women are depicted, the study found female characters were four times more likely to be shown in sexy clothing, and nearly four times as likely to be referred to as physically attractive. But their results also indicated films and TV shows with women or people of color in the important jobs behind the scenes - director, producer or writer - tended to have better diversity numbers. Across TV and film, the underrepresentation of non-white characters falls mostly on Hispanics. Among more than 10,000 characters, proportions of white, black and Asian characters came close to U.S. population figures. But Hispanics were just 5.8 percent of characters, despite being about 17 percent of the U.S. population.

Questions 12 to 15 are based on the passage you have just heard.

- 12. Why has the Oscars ceremony been criticized?
- 13. What do we learn from the research?
- 14. Who are regarded as "largely invisible" on TV shows?
- 15. What does the speaker say about Hispanics?

Recording One □□□□

When purchasing life insurance, there are many important factors to consider: one should buy the policies that give the most protection at the least cost, insure the right family members, and consider the family's financial needs. It's important to buy the insurance from companies that are financially sound and that are represented by honest, well-trained agents. At various stages in a person's life, different kinds of life insurance are needed for particular situations. Jerry is single and has no dependents, probably the only life insurance he needs is enough to cover his debts and burial expenses. Insurance can be purchased at a lower rate during the young years, but by buying while young, the premiums are paid in for a longer period of time. In the end, the amount paid for premiums is about the same. A person shouldn't buy insurance protection that really isn't necessary. Suppose that Jerry

marries Jeannette who is a college graduate and is working. Perhaps enough insurance would be needed to cover their debts and burial expenses. Now, Jeannette has quit work and their first child is on the way. They have purchased a home with a small down payment and a 30-year mortgage. The situation regarding life insurance takes on a different look. There are dependents who need financial protection. How much insurance is needed? As the family increases in size, it is essential to add more insurance on the breadwinner to protect the dependents. When the children are young and depend upon the family for financial needs, families with modest incomes have difficulty providing enough life insurance to protect the mother and the children. Families with modest incomes should insure the breadwinner or breadwinners first. When considering the amount of insurance for the mother with dependent children, substitute child care is a need that should be planned for until the children can care for themselves. The death of a small child would have no effect upon the income of the family. Perhaps a policy to meet funeral expenses would be sufficient for the young child. Although most people do not take out insurance on their young children. As the children become financially independent of the family, the emphasis on family financial security would shift from protection to saving for the retirement years. Every family situation is different, but it is important that each family give adequate thought to planning its financial future.

Questions 16 to 18 are based on the recording you have just heard.

16. What life insurance should a single person buy according to the speaker?
17. What should people do as their family increases in size?
18. When should one change their life insurance?

Recording Two □□□□□□□□

"Stereotype" may sound like a bad word, but there's nothing bad about it. For one thing, stereotypes are often accurate. When you ask people about their concept of stereotypes, they get it pretty much right. Also, stereotypes are often positive, particularly of groups that we ourselves belong to. Some of the statistical generalizations may be positive as some groups have reputations for being smart, for being loyal, for being brave, for all sorts of things that are not at all negative. And so there's nothing inherently wrong about stereotypes. But there are problems with stereotypes. For one thing, they're reliable insofar as they're based on unbiased samples. But a lot of the information we get about human groups is through biased sources like how they're represented in the media. And if these sources don't give you an accurate depiction, your stereotype won't be accurate. For example, many Jews have been troubled by Shakespeare's depiction of Shylock. If the only Jew you know is Shakespeare's Shylock, it's going to be a very bad impression. So one problem with stereotypes is while we are good at drawing conclusions from them, often our information isn't reliable. A second problem is that stereotypes, regardless of whether or not they're accurate, can have a

negative effect on the people that they apply to. And this is what psychologist, Claude Steel, described as stereotype threat. He has a vivid example of this. Here's how to make African-Americans do worse on a math test. You have the test and you put on the test that they have to identify their race. The very act of acknowledging that they are African-American when given a test ignites in them thoughts of their own stereotype, which is negative regarding academics and that makes them do worse. Want to know how to make a woman do worse on a math test? Same thing, get her to write down her sex. One recent study found a sort of clever twist on this. When Asian-American women are given a test and they're asked to mark down their race, they do better than they would otherwise do. They're reminded of a positive stereotype that boosts their morale. You ask them, on the other hand, to mark down their sex, they do worse because they are reminded of a negative stereotype. That's an example of how stereotypes have a potentially damaging effect on people.

Questions 19 to 22 are based on the recording you have just heard.

19. What does the speaker say about stereotypes?
20. What leads to the bias of stereotypes?
21. What does the speaker say is a problem with stereotypes?
22. What did one recent study find about stereotypes?

Recording Three □□□□

Sometimes when you take a common drug, you may have a side effect. That is, the drug may cause some effect other than its intended one. When these side effects occur, they are called "adverse reactions". Whenever you have an adverse reaction, you should stop taking the drug right away. Ask your pharmacist whether he can suggest a drug that will relieve the symptoms but that will not cause the adverse reaction. If an adverse reaction to a drug is serious, consult your doctor for advice at once. Drugs that are safe in the dosage stated on the label may be very dangerous in large doses. For example, aspirin is seldom thought of as dangerous, but there are many reports of accidental poisoning of young children who take too many aspirin pills, as well as the possible development of Reye's syndrome in children with the flu. In adults, excessive use of some painkilling drugs may cause severe kidney damage. Some drugs for relief of stomach upsets, when taken in excess, can perhaps cause serious digestive problems. You should never use any over-the-counter drug on a regular, continued basis, or in large quantities, except on your doctor's advice. You could be suffering from a serious illness that needs a doctor's care. Each drug you take not only acts on the body but may also alter the effect of any other drug you are taking. Sometimes this can cause dangerous or even fatal reactions. For example, aspirin increases the blood-thinning effects of drugs given to patients with heart disease. Therefore, a patient who has been taking such a drug may risk bleeding if he or she uses aspirin for a headache. Before using several drugs together you should ask

your doctor and follow his advice. Your pharmacist can tell you whether certain drugs can safely be taken together. Alcohol may increase the effect of a drug - sleeping pills combine with alcohol to produce a sleepy feeling. When taking any drug, you should ask your doctor whether drinking alcohol could be dangerous in combination with the medicine. Experts believe there is a relationship between adult abuse of legitimate medicines and the drug culture that has swept our country. You can do your share to reduce the chances that your children will become part of the drug culture by treating all medicines with respect. Always let your children know that medicines and drugs should not be used carelessly.

Questions 23 to 25 are based on the recording you have just heard.

23. What does the speaker say you should do when you have an adverse reaction?

24. What does the speaker say about alcohol drinking?

25. What does the speaker call on parents to do at the end of the talk?

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Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 1 to 4 are based on the conversation you have just heard.

1. A) It is a typical salad.
B) It is a Spanish soup.
C) It is a weird vegetable.
D) It is a kind of spicy food.
2. A) To make it thicker.
B) To make it more nutritious.
C) To add to its appeal.
D) To replace an ingredient.
3. A) It contains very little fat.
B) It uses olive oil in cooking.
C) It uses no artificial additives.
D) It is mainly made of vegetables.
4. A) It does not go stale for two years.
B) It takes no special skill to prepare.
C) It comes from a special kind of pig.
D) It is a delicacy blended with bread.

Questions 5 to 8 are based on the conversation you have just heard.

5. A) They come in a great variety.
B) They do not make decent gifts.
C) They do not vary much in price.
D) They go well with Italian food.
6. A) \$30-\$40.
B) \$40-\$50.
C) \$50-\$60.
D) Around \$150.

7. A) They are a healthy choice for elderly people.
B) They are especially popular among Italians.
C) They symbolize good health and longevity.
D) They go well with different kinds of food.
8. A) It is a wine imported from California.
B) It is less spicy than all other red wines.
C) It is far more expensive than he expected.
D) It is Italy's most famous type of red wine.

Section B

Directions: In this section, you will hear two passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 9 to 11 are based on the passage you have just heard.

9. A) Learning others' secrets.
B) Searching for information.
C) Decoding secret messages.
D) Spreading sensational news.
10. A) They helped the U. S. army in World War II.
B) They could write down spoken codes promptly.
C) They were assigned to decode enemy messages.
D) They were good at breaking enemy secret codes.
11. A) Important battles fought in the Pacific War.
B) Decoding of secret messages in war times.
C) A military code that was never broken.
D) Navajo Indians' contribution to code breaking.

Questions 12 to 15 are based on the passage you have just heard.

12. A) All services will be personalized.
B) A lot of knowledge-intensive jobs will be replaced.
C) Technology will revolutionize all sectors of industry.
D) More information will be available.
13. A) In the robotics industry.
B) In the information service.
C) In the personal care sector.
D) In high-end manufacturing.
14. A) They charge high prices.

- B) They need lots of training.
 - C) They cater to the needs of young people.
 - D) They focus on customers' specific needs.
15. A) The rising demand in education and healthcare in the next 20 years.
 B) The disruption caused by technology in traditionally well-paid jobs.
 C) The tremendous changes new technology will bring to people's lives.
 D) The amazing amount of personal attention people would like to have.

Section C

Directions: In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through centre.

Questions 16 to 18 are based on the recording you have just heard.

16. A) It was the longest road in ancient Egypt.
 B) It was constructed some 500 years ago.
 C) It lay 8 miles from the monument sites.
 D) It linked a stone pit to some waterways.
17. A) Saws used for cutting stone.
 B) Traces left by early explorers.
 C) An ancient geographical map.
 D) Some stone tool segments.
18. A) To transport stones to block floods.
 B) To provide services for the stone pit.
 C) To link the various monument sites.
 D) To connect the villages along the Nile.

Questions 19 to 21 are based on the recording you have just heard.

19. A) Dr. Gong didn't give him any conventional tests.
 B) Dr. Gong marked his office with a hand-painted sign.
 C) Dr. Gong didn't ask him any questions about his pain.
 D) Dr. Gong slipped in needles where he felt no pain.
20. A) He had heard of the wonders acupuncture could work.
 B) Dr. Gong was very famous in New York's Chinatown.
 C) Previous medical treatments failed to relieve his pain.
 D) He found the expensive medical tests unaffordable.
21. A) More and more patients ask for the treatment.
 B) Acupuncture techniques have been perfected.
 C) It doesn't need the conventional medical tests.

D) It does not have any negative side effects.

Questions 22 to 25 are based on the recording you have just heard.

22. A) They were on the verge of breaking up.
B) They were compatible despite differences.
C) They quarreled a lot and never resolved their arguments.
D) They argued persistently about whether to have children.
23. A) Neither of them has any brothers or sisters.
B) Neither of them won their parents' favor.
C) They weren't spoiled in their childhood.
D) They didn't like to be the apple of their parents' eyes.
24. A) They are usually good at making friends.
B) They tend to be adventurous and creative.
C) They are often content with what they have.
D) They tend to be self-assured and responsible.
25. A) They enjoy making friends.
B) They tend to be well adjusted.
C) They are least likely to take initiative.
D) They usually have successful marriages.



Conversation One □□□□□

M: What's all that? Are you going to make a salad?

W: No, I'm going to make a gazpacho.

M: What's that?

W: Gazpacho is a cold soup from Spain. It's mostly vegetables. I guess you could call it a liquid salad.

M: Cold soup? Sounds weird.

W: It's delicious. Trust me. I tried it for the first time during my summer vacation in Spain. You see, in the south of Spain, it gets very hot in the summer, up to 40°C. So a cold gazpacho is very refreshing. The main ingredients are tomato, cucumber, bell peppers, olive oil and stale bread.

M: Stale bread? Surely you mean bread for dipping into the soup?

W: No. Bread is crushed and blended in like everything else. It adds texture and thickness to the soup.

M: Mm. And is it healthy?

W: Sure. As I said earlier, it's mostly vegetables. You can also add different things if you like, such as hard-boiled egg or cured ham.

M: Cured ham? What's that?

W: That's another Spanish delicacy. Have you never heard of it? It is quite

famous.

M: No. Is it good too?

W: Oh, yeah, definitely. It's amazing. It's a little dry and salty, and it's very expensive because it comes from a special type of pig that only eats a special type of food. The ham is covered in salt to dry and preserve it, and left to hang for up to two years. It has a very distinct flavor.

M: Mm. Sounds interesting. Where can I find some?

W: It used to be difficult to get Spanish produce here. But it's now a lot more common. Most large supermarket chains have cured ham in little packets, but in Spain you can buy a whole leg.

M: A whole pig leg? Why would anybody want so much ham?

W: In Spain, many people buy a whole leg for special group events, such as Christmas. They cut it themselves into very thin slices with a long flat knife.

Questions 1 to 4 are based on the conversation you have just heard.

1. What do we learn about gazpacho?
2. For what purpose is stale bread mixed into gazpacho?
3. Why does the woman think gazpacho is healthy?
4. What does the woman say about cured ham?

Conversation Two □□

M: Hello, I wish to buy a bottle of wine.

W: Hi, yes. What kind of wine would you like?

M: I don't know. Sorry, I don't know much about wine.

W: That's no problem at all. What's the occasion and how much would you like to spend?

M: It's for my boss. It's his birthday. I know he likes wine, but I don't know what type. I also do not want anything too expensive, maybe mid-range. How much would you say is a mid-range bottle of wine approximately?

W: Well, it varies greatly. Our lowest prices are around \$6 a bottle, but those are table wines. They are not very special. And I would not suggest them as a gift. On the other end, our most expensive bottles are over \$150. If you are looking for something priced in the middle, I would say anything between \$30 and \$60 would make a decent gift. How does that sound?

M: Mm, yeah. I guess something in the vicinity of 30 or 40 would be good. Which type would you recommend?

W: I would say the safest option is always a red wine. They are generally more popular than whites, and can usually be paired with food more easily. Our specialty here are Italian wines, and these tend to be fruity with medium acidity. This one here is a Chianti, which is perhaps Italy's most famous type of red wine. Alternatively, you may wish to try and surprise your boss with something less common, such as this Zinfandel. The grapes are originally native to Croatia but this winery is in eastern Italy and it has a more spicy and peppery flavor. So to summarize, the Chianti is more classical and the Zinfandel more exciting. Both are similarly priced at just under \$40.

M: I will go with Chianti then. Thanks.

Questions 5 to 8 are based on the conversation you have just heard.

5. What does the woman think of table wines?
6. What is the price range of wine the man will consider?
7. Why does the woman recommend red wines?
8. What do we learn about the wine the man finally bought?

Passage One □□□□□□□□

Many people enjoy secret codes. The harder the code, the more some people will try to figure it out. In wartime, codes are especially important. They help army send news about battles and the size of enemy forces. Neither side wants its code broken by the other. One very important code was never broken. It was used during World War II by the Americans. It was a spoken code, never written down, and it was developed and used by Navajo Indians. They were called the Navajo code talkers. The Navajos created the code in their own language. Navajo is hard to learn and only a few people know it. So it was pretty certain that the enemy would not be able to understand the code talkers. In addition, the talkers used code words. They called a submarine an iron fish and a small bomb thrown by hand a potato. If they wanted to spell something, they used code words for letters of the Alphabet. For instance, the letter A was ant or apple or ax. The code talkers worked mostly in the islands in the Pacific. One or two would be assigned to a group of soldiers. They would send messages by field telephone to the code talker in the next group. And he would relay the information to his commander. The code talkers played an important part in several battles. They helped troops coordinate their movements and attacks. After the war, the U. S. government honored them for what they had accomplished. Theirs was the most successful wartime code ever used.

Questions 9 to 11 are based on the passage you have just heard.

9. What does the speaker say many people enjoy doing?
10. What do we learn about the Navajo code talkers?
11. What is the speaker mainly talking about?

Passage Two □□□□□□□□□□, □□□□□

If you are young and thinking about your career, you'll want to know where you can make a living. Well, there's going to be a technological replacement of a lot of knowledge-intensive jobs in the next twenty years, particularly in the two largest sectors of the labor force with professional skills. One is teaching, and the other, healthcare. You have so many applications and software and platforms that are going to come in and provide information and service in these two fields, which means a lot of healthcare and education sectors will be radically changed and a lot of jobs will be lost. Now, where will the new jobs be found? Well, the one sector of the economy that can't be easily duplicated by even smart technologies is the caring sector, the

personal care sector. That is, you can't really get a robot to do a great massage or physical therapy, or you can't get the kind of personal attention you need with regard to therapy or any other personal service. There could be very high-end personal services. Therapists do charge a lot of money. I think there's no limit to the amount of personal attention and personal care people would like if they could afford it. But the real question in the future is how come people afford these things if they don't have money, because they can't get a job that pays enough. That's why I wrote this book, which is about how to reorganize the economy for the future when technology brings about disruptive changes to what we used to consider high-income work.

Questions 12 to 15 are based on the passage you have just heard.

12. What does the speaker say will happen in the next twenty years?
13. Where will young people have more chances to find jobs?
14. What does the speaker say about therapists?
15. What is the speaker's book about?

Recording One □□□□

American researchers have discovered the world's oldest paved road, a 4,600-year-old highway. It linked a stone pit in the Egyptian desert to waterways that carried blocks to monument sites along the Nile. The eight-mile road is at least 500 years older than any previously discovered road. It is the only paved road discovered in ancient Egypt, said geologist Thomas Bown of the United States Geological Survey. He reported the discovery on Friday. "The road probably doesn't rank with the pyramids as a construction feat, but it is a major engineering achievement", said his colleague, geologist James Harrell of the University of Toledo. "Not only is the road earlier than we thought possible, we didn't even think they built roads." The researchers also made a discovery in the stone pit at the northern end of the road; the first evidence that the Egyptians used rock saws. "This is the oldest example of saws being used for cutting stone", said Bown's colleague James Hoffmeier of Wheaton College in Illinois. "That's two technologies we didn't know they had", Harrell said. "And we don't know why they were both abandoned." The road was discovered in the Faiyum Depression, about 45 miles southwest of Cairo. Short segments of the road had been observed by earlier explorers, Bown said, but they failed to realize its significance or follow up on their observations. Bown and his colleagues stumbled across it while they were doing geological mapping in the region. The road was clearly built to provide services for the newly discovered stone pit. Bown and Harrell have found the camp that housed workers at the stone pit. The road appears today to go nowhere, ending in the middle of the desert. When it was built, its terminal was a dock on the shore of Lake Moeris, which had an elevation of about 66 feet above sea level, the same as the dock. Lake Moeris received its water from the annual floods of the Nile. At the time of the floods, the river and lake were at the same level and connected through a gap in the hills near the modern

villages of el-Lahun and Hawara. Harrell and Bown believe that blocks were loaded onto barges during the dry season, then floated over to the Nile during the floods to be shipped off to the monument sites at Giza and Saqqara.

Questions 16 to 18 are based on the recording you have just heard.

16. What do we learn from the lecture about the world's oldest paved road in Egypt?
17. What did the researchers discover in the stone pit?
18. For what purpose was the paved road built?

Recording Two □□□□□□

The thin, extremely sharp needles didn't hurt at all going in. Dr. Gong pierced them into my left arm, around the elbow that had been bothering me. Other needles were slipped into my left wrist and, strangely, into my right arm, and then into both my closed eyelids. There wasn't, any discomfort, just a mild warming sensation. However, I did begin to wonder what had driven me here, to the office of Dr. James Gong in New York's Chinatown. Then I remembered - the torturing pain in that left elbow. Several trips to a hospital and two expensive, uncomfortable medical tests had failed to produce even a diagnosis. "Maybe you lean on your left arm too much", the doctor concluded, suggesting I see a bone doctor. During the hours spent waiting in vain to see a bone doctor, I decided to take another track and try acupuncture. A Chinese-American friend recommended Dr. Gong. I took the subway to Gong's second-floor office marked with a hand-painted sign. Dr. Gong speaks English, but not often. Most of my questions to him were greeted with a friendly laugh, but I managed to let him know where my arm hurt. He asked me to go into a room, had me lie down on a bed, and went to work. In the next room, I learned a woman dancer was also getting a treatment. As I lay there a while, I drifted into a dream-like state and fantasized about what she looked like. Acupuncturists today are as likely to be found on Park Avenue as on Mott Street. In all, there are an estimated 10,000 acupuncturists in the country. Nowadays, a lot of medical doctors have learned acupuncture techniques; so have a number of dentists. Reason? Patient demand. Few, though, can adequately explain how acupuncture works. Acupuncturists may say that the body has more than 800 acupuncture points: A life force called chi/qi circulates through the body. Points on the skin are energetically connected to specific organs, body structures and systems. Acupuncture points are stimulated to balance the circulation of qi. "The truth is, though acupuncture is at least 2,200 years old, nobody really knows what's happening," says Paul Zmiewski, a Ph.D. in Chinese studies who practices acupuncture in Philadelphia. After five treatments, there has been dramatic improvement in my arm, and the pain is a fraction of what it was. The mainly silent Dr. Gong finally even offered a diagnosis for what troubled me. "Pinched nerve," he said.

Questions 19 to 21 are based on the recording you have just heard.

19. What does the speaker find especially strange?
20. Why did the speaker go see Dr. Gong?
21. What accounts for the growing popularity of acupuncture in the United States according to the speaker?

Recording Three □□□□□□□□

Ronald and Lois, married for two decades, consider themselves a happy couple. But in the early years of their marriage, both were disturbed by persistent arguments that seem to fade away without ever being truly resolved. They uncovered clues to what was going wrong by researching a fascinating subject: how birth order affects not only your personality, but also how compatible you are with your mate. Ronald and Lois are only children, and "onlies" grow up accustomed to being the apple of their parents' eyes. Match two "onlies" and you have partners who subconsciously expect each other to continue fulfilling this expectation, while neither has much experience in the "giving" end. Here's a list of common birth-order characteristics - and some thoughts on the best and worst marital matches for each. The oldest tends to be self-assured, responsible, a high achiever, and relatively serious and reserved. He may be slow to make friends, perhaps content with only one companion. The best matches are with a youngest, an "only", or a mate raised in a large family. The worst match is with another oldest, since the two will be too sovereign to share a household comfortably. The youngest child of the family thrives on attention and tends to be outgoing, adventurous, optimistic, creative and less ambitious than others in the family. He may lack self-discipline and have difficulty making decisions on his own. A youngest brother of brothers, often unpredictable and romantic, will match best with an oldest sister of brothers. The youngest sister of brothers is best matched with an oldest brother of sisters, who will happily indulge these traits. The middle child is influenced by many variables; however, middles are less likely to take initiative and more anxious and self-critical than others. Middles often successfully marry other middles, since both are strong on tact, not so strong on the aggressiveness and tend to crave affection. The only child is often most comfortable when alone. But since an "only" tends to be a well-adjusted individual, she'll eventually learn to relate to any chosen spouse. The male only child expects his wife to make life easier without getting much in return. He is sometimes best matched with a younger sister of brothers. The female only child, who tends to be slightly more flexible, is well matched with an older man, who will indulge her tendency to test his love. Her worst match? Another "only", of course.

Questions 22 to 25 are based on the recording you have just heard.

22. What does the speaker say about Ronald and Lois's early years of married life?
23. What do we learn about Ronald and Lois?
24. What does the speaker say about the oldest child in a family?

25. What does the speaker say about the only children?

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Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 1 to 4 are based on the conversation you have just heard.

1. A) She advocates animal protection.
B) She sells a special kind of coffee.
C) She is going to start a cafe chain.
D) She is the owner of a special cafe.
2. A) They bear a lot of similarities.
B) They are a profitable business sector.
C) They cater to different customers.
D) They help take care of customers' pets.
3. A) By giving them regular cleaning and injections.
B) By selecting breeds that are tame and peaceful.
C) By placing them at a safe distance from customers.
D) By briefing customers on how to get along with them.
4. A) They want to learn about rabbits.
B) They like to bring in their children.
C) They love the animals in her cafe.
D) They give her cafe favorite reviews.

Questions 5 to 8 are based on the conversation you have just heard.

5. A) It contains too many additives.
B) It lacks the essential vitamins.
C) It can cause obesity.
D) It is mostly garbage.
6. A) Its fancy design.
B) TV commercials.
C) Its taste and texture.
D) Peer influence.

- 7. A) Investing heavily in the production of sweet foods.
- B) Marketing their products with ordinary ingredients.
- C) Trying to trick children into buying their products.
- D) Offering children more varieties to choose from.
- 8. A) They hardly ate vegetables.
- B) They seldom had junk food.
- C) They favored chocolate-coated sweets.
- D) They liked the food advertised on TV.

Section B

Directions: In this section, you will hear two passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 9 to 11 are based on the passage you have just heard.

- 9. A) Stretches of farmland.
- B) Typical Egyptian animal farms.
- C) Tombs of ancient rulers.
- D) Ruins left by devastating floods.
- 10. A) It provides habitats for more primitive tribes.
- B) It is hardly associated with great civilizations.
- C) It has not yet been fully explored and exploited.
- D) It gathers water from many tropical rain forests.
- 11. A) It carries about one fifth of the world's fresh water.
- B) It has numerous human settlements along its banks.
- C) It is second only to the Mississippi River in width.
- D) It is as long as the Nile and the Yangtze combined.

Questions 12 to 15 are based on the passage you have just heard.

- 12. A) Living a life in the fast lane leads to success.
- B) We are always in a rush to do various things.
- C) The search for tranquility has become a trend.
- D) All of us actually yearn for a slow and calm life.
- 13. A) She had trouble balancing family and work.
- B) She enjoyed the various social events.
- C) She was accustomed to tight schedules.
- D) She spent all her leisure time writing books.
- 14. A) The possibility of ruining her family.

- B) Becoming aware of her declining health.
 - C) The fatigue from living a fast-paced life.
 - D) Reading a book about slowing down.
15. A) She started to follow the cultural norms.
- B) She came to enjoy doing everyday tasks.
 - C) She learned to use more polite expressions.
 - D) She stopped using to-do lists and calendars.

Section C

Directions: In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through centre.

Questions 16 to 18 are based on the recording you have just heard.

16. A) They will root out native species altogether.
- B) They contribute to a region's biodiversity.
 - C) They pose a threat to the local ecosystem.
 - D) They will crossbreed with native species.
17. A) Their classifications are meaningful.
- B) Their interactions are hard to define.
 - C) Their definitions are changeable.
 - D) Their distinctions are artificial.
18. A) Only a few of them cause problems to native species.
- B) They may turn out to benefit the local environment.
 - C) Few of them can survive in their new habitats.
 - D) Only 10 percent of them can be naturalized.

Questions 19 to 21 are based on the recording you have just heard.

19. A) Respect their traditional culture.
- B) Attend their business seminars.
 - C) Research their specific demands.
 - D) Adopt the right business strategies.
20. A) Showing them your palm.
- B) Giving them gifts of great value.
 - C) Drinking alcohol on certain days of a month.
 - D) Clicking your fingers loudly in their presence.
21. A) They are very easy to satisfy.
- B) They have a strong sense of worth.
 - C) They tend to be friendly and enthusiastic.

D) They have a break from 2:00 to 5:30 p.m.

Questions 22 to 25 are based on the recording you have just heard.

22. A) He completely changed the company's culture.
B) He collected paintings by world-famous artists.
C) He took over the sales department of Reader's Digest.
D) He had the company's boardroom extensively renovated.
23. A) It should be sold at a reasonable price.
B) Its articles should be short and inspiring.
C) It should be published in the world's leading languages.
D) Its articles should entertain blue- and pink-collar workers.
24. A) He knew how to make the magazine profitable.
B) He served as a church minister for many years.
C) He suffered many setbacks and misfortunes in his life.
D) He treated the employees like members of his family.
25. A) It carried many more advertisements.
B) George Grune joined it as an ad salesman.
C) Several hundred of its employees got fired.
D) Its subscriptions increased considerably.



Conversation One □□□□□

M: Tonight we have a special guest from a local establishment, the Parisian Cafe Welcome!

W: Hi, thanks for having me on your show.

M: Thank you for joining us. So please tell us, why did you decide to open a cafe?

W: Well, we saw the opportunity to offer something a little special and different from other establishments. Cafes certainly are a very competitive market sector. There are more than plenty in our city, and we felt they are all rather similar to each other. Wouldn't you agree?

M: Certainly yes. So how is your establishment any different?

W: Well, simply put, we have rabbits wandering freely around the place. Our customers come in and enjoy their food and drinks while little rabbits play about and brush against their legs. There is no other place like it.

M: That's amazing! How did you come up with the idea?

W: We saw other cafes with cats in them. So we thought, why not rabbits? People love rabbits. They are very cute animals.

M: But is it safe? Do the rabbits ever bite people? Or do any customers ever hurt the rabbits?

W: It's perfectly safe for both rabbits and our customers. Rabbits are very peaceful and certainly do not bite. Furthermore, our rabbits are regularly cleaned and have all received the required shots. So there is no health risk whatsoever. As for our customers, they are all animal lovers, so they would never try to hurt the rabbits. Sometimes a young child may get over-excited, and they are a little too rough, but it's never a serious matter. On the contrary, the Parisian Cafe, offers a great experience for children, a chance for them to learn about rabbits and how to take care of them.

M: Well, it's certainly the first time I've heard of a cafe like that.

Questions 1 to 4 are based on the conversation you have just heard.

1. What do we learn about the woman?
2. What does the woman say about Cafes in her city?
3. How does the Parisian Cafe guarantee that its rabbits pose no health threat?
4. What does the woman say about their customers?

Conversation Two □□□□□□

M: Hey, there. How are you?

W: Oh, hi. I'm great! Thanks. And you look great, too.

M: Thank you. It's good to see you shopping at the organic section. I see you've got lots of healthy stuff. I wish I could buy more organic produce from here,

but I find the kids don't like it. I don't know about yours, but mine are all about junk food.

W: Oh, trust me! I know exactly how you feel. My children are the same. What is it with kids these days and all that junk food they eat? I think it's all that advertising on TV. That's where they get it.

M: Yes, it must be. My children see something on TV and they immediately want it. It's like they don't realize it's just an advertisement.

W: Right. And practically everything that's advertised for children is unhealthy processed foods. No surprise then it becomes a battle for us parents to feed our children ordinary fruit and vegetables.

M: That's just the thing. One never sees ordinary ingredients being advertised on TV. It's never a carrot or a peach. It's always some garbage, like chocolate-covered sweets. So unhealthy.

W: Exactly. And these big food corporations have so much money to spend on clever tactics designed to make young children want to buy their products. Children never stand a chance. It's really not fair.

M: You are so right. When we were children, we barely had any junk food available, and we turned out just fine.

W: Yes. My parents don't understand any of it. Both the TV commercials and the supermarkets are alien to them. Their world was so different back when they were young.

M: I don't know what will happen to the next generation.

W: The world is going crazy.

M: You bet.

Questions 5 to 8 are based on the conversation you have just heard.

5. What do the speakers say about the food their children like?
6. According to the speakers, what affects children's choice of food most?
7. What do the speakers believe big food corporations are doing?
8. What do we know about the speakers when they were children?

Passage One □□□□□□□□

At some 2,300 miles in length, the Mississippi is the longest river in the United States. At some 1,000 miles, the Mackenzie is the longest river in Canada. But these waterways seem minute in comparison to the world's two lengthiest rivers - the Nile and the Amazon. The Nile, which begins in central Africa and flows over 4,100 miles north into the Mediterranean, hosted one of the world's great ancient civilizations along its shores. Calm and peaceful for most of the year, the Nile used to flood annually, thereby creating, irrigating and carrying new topsoil to the nearby farmland on which ancient Egypt depended for livelihood. As a means of transportation, the river carried various vessels up and down its length. A journey through the unobstructed part of this waterway today would pass by the splendid Valley of the Kings, where the tombs of many of these ancient monarchs have stood for over 3,000 years. Great civilizations and intensive settlement are hardly associated with the Amazon, yet this 4,000-mile-long South American river carries about 20 percent of the world's fresh water - more than the Mississippi, Nile, and Yangtze combined. Other statistics are equally astonishing. The Amazon is so wide at some points that from its center neither shore can be seen. Each second, the Amazon pours some 55 million gallons of water into the Atlantic; there, at its mouth, stands one island larger than Switzerland. Most important of all, the Amazon irrigates the largest tropical rain forest on Earth.

Questions 9 to 11 are based on the passage you have just heard.

9. What can be found in the Valley of the Kings?
10. In what way is the Amazon different from other big rivers?
11. What does the speaker say about the Amazon?

Passage Two □□□□□

How often do you say to people "I'm busy" or "I haven't got time for that," It's an inevitable truth that all of us live a life in the fast lane, even though we know that being busy is not always particularly healthy. Growing up in New Zealand, everything was always calm and slow. People enjoyed the tranquility of a slower pace of life. After I moved to Tokyo and lived there for a number of years, I got used to having a pile of to-do lists, and my calendar always looked like a mess, with loads of things to do written across it. I found myself filling my time up with endless work meetings and social events, rushing along as busy as a bee. Then, one day, I came across a book called In Praise of

Slowness and realized that being busy is not only detrimental, but also has the danger of turning life into an endless race. So I started practicing the various practical steps mentioned by the author in the book, and began to revolt against the very idea of being too busy. It doesn't mean that my to-do lists no longer exist, but I've become more aware of the importance of slowing down and making sure that I enjoy the daily activities as I carry them out. From now on, when someone asks you how your life is, try responding with words like "exciting and fun" instead of the cultural norm that says "busy." See if you experience the tranquility that follows.

Questions 12 to 15 are based on the passage you have just heard.

12. What does the speaker think is an inevitable truth?
13. What does the speaker say about her life in Tokyo?
14. What made the speaker change her lifestyle?
15. What happened after the speaker changed her lifestyle?

Recording One □□□□□□□□

Governments, private groups and individuals spend billions of dollars a year trying to root out non-native organisms that are considered dangerous to ecosystems, and to prevent the introduction of new intruders. But a number of scientists question the assumption that the presence of alien species can never be acceptable in a natural ecosystem. They say that portraying introduced species as inherently bad is an unscientific approach. "Distinctions between exotic and native species are artificial," said Dr. Michael Rosenzweig, a professor of evolutionary biology at the University of Arizona, "because they depend on picking a date and calling the plants and animals that show up after that date 'exotic.'" Ecosystems free of species defined as exotic are, by default, considered the most natural. "You can't roll back the clock and remove all exotics or fix habitats," Dr. Rosenzweig said. "Both native and exotic species can become invasive, and so they all have to be monitored and controlled when they begin to get out of hand." At its core, the debate is about how to manage the world's remaining natural ecosystems and about how, and how much, to restore other habitats. Species that invade a territory can harm ecosystems, agriculture, and human health. They can threaten some native species or even destroy and replace others. Next to habitat loss, these invasive species represent the greatest threat to biodiversity worldwide, many ecologists say. Ecologists generally define an alien species as one that people, accidentally or deliberately, carried to its new location. Across the American continents, exotic species are those introduced after the first European contact. That date, rounded off to 1500 AD, represents what ecologists consider to have been a major shift in the spread of species, including crops and livestock, as they began to migrate with humans from continent to continent. "Only a small percentage of alien species cause problems in their new habitats," said Don Smith, professor of ecology and evolutionary biology at the University of Tennessee. "Of the 7,000 alien

species in the United States - out of a total of 150,000 species - only about 10 percent are invasive," he pointed out. The other 90 percent have fit into their environments and are considered naturalized. Yet appearances can deceive, ecologists caution, and many of these exotics may be considered acceptable only because no one has documented their harmful effects. What is more, non-native species can appear harmless for decades, then turn invasive.

Questions 16 to 18 are based on the recording you have just heard.

16. What assumption about introduced species is challenged by a number of scientists?

17. What does Dr. Michael Rosenzweig think of exotic and native species?

18. What does Professor Don Smith say about alien species?

Recording Two □□□□□□□□

Good morning, ladies and gentlemen! And welcome to the third in our series of business seminars in the program - Doing Business Abroad. Today we are going to look at intercultural awareness, that is, the fact that not everyone is British, not everyone speaks English, and not everyone does business in the British way. And why should they? If overseas business people are selling to us, then they will make every effort to speak English and to respect our traditions and methods. It is only polite for us to do the same when we visit them. It is not only polite. It is essential if we want to sell British products overseas. First, a short quiz. Let's see how interculturally aware you are. Question 1: Where must you not drink alcohol on the first and seventh of every month? Question 2: Where should you never admire your host's possessions? Question 3: How should you attract the waiter during a business lunch in Bangkok? And Question 4: Where should you try to make all your appointments either before 2:00 or after 5:30 p.m.? OK. Everyone had a chance to make some notes? Right. Here are the answers - although I am sure that the information could equally well apply to countries other than those I have chosen. So No.1, you must not drink alcohol on the first and seventh of the month in India. In international hotels you may find it served, but if you are having a meal with an Indian colleague, remember to avoid asking for a beer if your arrival coincides with one of those dates. 2. In Arab countries, the politeness and generosity of the people is without parallel. If you admire your colleague's beautiful golden bowls, you may well find yourself being presented with them as a present. This is not a cheap way to do your shopping, however, as your host will, quite correctly, expect you to respond by presenting him with a gift of equal worth and beauty. In Thailand, clicking the fingers, clapping your hands, or just shouting "Waiter!" will embarrass your hosts, fellow diners, the waiter himself and, most of all, you! Place your palm downward and make an inconspicuous waving gesture, which will produce instant and satisfying results. And finally, in Spain, some businesses maintain the pattern of working until about 2 o'clock and then returning to the office from 5:30 to 8:00, 9:00 or 10:00 in the evening.

Questions 19 to 21 are based on the recording you have just heard.

19. What should you do when doing business with foreigners?
20. What must you avoid doing with your Indian colleague?
21. What do we learn about some Spanish business people?

Recording Three □□□□□□□□

Shortly after he took over the Reader's Digest Association in 1984, George Grune unlocked the company's boardroom and announced that the room was now open to the employees. It was a symbolic act, indicating that under Grune's leadership, Reader's Digest was going to be different. True to his word, Grune has shaken up the culture here. To get an idea of the culture we're talking about, consider the boardroom Grune opened up. It has artworks that any museum in the world would want to collect, paintings by many world-famous artists like Monet and Picasso. Its headquarters houses some 3,000 works of art. The main building is topped with a Georgian Tower with four sculptures of the mythical winged horse, the magazine's corporate logo. It sits on 127 acres of well-trimmed lawns. The editor's office used to be occupied by founder Dewitt Wallace, who, along with his wife, Lila Acheson Wallace, launched Reader's Digest in 1922 with condensed articles from other publications. It has become the world's most widely read magazine, selling 28 million copies each month in 17 languages and 41 different editions. The Wallaces, both children of church ministers, had a clearly defined formula for their "little magazine" as Reader's Digest was originally subtitled. Articles were to be short, readable and uplifting. Subjects were picked to inspire or entertain. The Wallaces didn't accept advertising in the US edition until 1955 and even then they didn't allow any ads for cigarettes, liquor or drugs. The Wallaces also had a clear sense of the kind of workplace they wanted. It started as a mom-and-pop operation, and the childless Wallaces always considered employees to be part of their family. Employees still tell stories of how the Wallaces would take care of their employees who had met with misfortunes and they showered their employees with unusual benefits, like a turkey at Thanksgiving and Fridays off in May. This cozy workplace no longer exists here. The Wallaces both died in their nineties in the early 1980s. George Grune, a former ad salesman who joined Reader's Digest in 1960 has his eye focused on the bottom line. In a few short years, he turned the magazine on his head. He laid off several hundred workers. Especially hard hit were the blue- and pink-collar departments, such as subscription fulfillment.

Questions 22 to 25 are based on the recording you have just heard.

22. What did George Grune do in 1984?
23. How did the Wallaces define the formula for Reader's Digest?
24. What do we learn about the founder of Reader's Digest Dewitt Wallace?
25. What change took place in Reader's Digest after the Wallaces' death?

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Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 1 to 4 are based on the conversation you have just heard.

1. A) It can benefit professionals and non-professionals alike.
B) It lists the various challenges physicists are confronting.
C) It describes how some mysteries of physics were solved.
D) It is one of the most fascinating physics books ever written.
2. A) Physicists' contribution to humanity.
B) Stories about some female physicists.
C) Historical evolution of modern physics.
D) Women's changing attitudes to physics.
3. A) By exposing a lot of myths in physics.
B) By describing her own life experiences.
C) By including lots of fascinating knowledge.
D) By telling anecdotes about famous professors.
4. A) It avoids detailing abstract concepts of physics.
B) It contains a lot of thought-provoking questions.
C) It demonstrates how they can become physicists.
D) It provides experiments they can do themselves.

Questions 5 to 8 are based on the conversation you have just heard.

5. A) He is too busy to finish his assignment in time.
B) He does not know what kind of topic to write on.
C) He does not understand the professor's instructions.
D) He has no idea how to proceed with his dissertation.
6. A) It is too broad.
B) It is a bit outdated.
C) It is challenging.
D) It is interesting.

- 7. A) Biography.
- B) Nature.
- C) Philosophy.
- D) Beauty.
- 8. A) Improve his cumulative grade.
- B) Develop his reading ability.
- C) Stick to the topic assigned.
- D) List the parameters first.

Section B

Directions: In this section, you will hear two passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D. Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 9 to 11 are based on the passage you have just heard.

- 9. A) The unprecedented high temperature in Greenland.
- B) The collapse of ice on the northern tip of Greenland.
- C) The unusual cold spell in the Arctic area in October.
- D) The rapid change of Arctic temperature within a day.
- 10. A) It has created a totally new climate pattern.
- B) It will pose a serious threat to many species.
- C) It typically appears about once every ten years.
- D) It has puzzled the climate scientists for decades.
- 11. A) Extinction of Arctic wildlife.
- B) Iceless summers in the Arctic.
- C) Emigration of indigenous people.
- D) Better understanding of ecosystems.

Questions 12 to 15 are based on the passage you have just heard.

- 12. A) A good start.
- B) A detailed plan.
- C) A strong determination.
- D) A scientific approach.
- 13. A) Most people get energized after a sufficient rest.
- B) Most people tend to have a finite source of energy.
- C) It is vital to take breaks between demanding mental tasks.
- D) It is most important to have confidence in one's willpower.
- 14. A) They could keep on working longer.

- B) They could do more challenging tasks.
 - C) They found it easier to focus on work at hand.
 - D) They held more positive attitudes toward life.
15. A) They are part of their nature.
- B) They are subject to change.
 - C) They are related to culture.
 - D) They are beyond control.

Section C

Directions: In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D. Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 16 to 18 are based on the recording you have just heard.

16. A) About half of current jobs might be automated.
- B) The jobs of doctors and lawyers would be threatened.
 - C) The job market is becoming somewhat unpredictable.
 - D) Machine learning would prove disruptive by 2013.
17. A) They are widely applicable for massive open online courses.
- B) They are now being used by numerous high school teachers.
 - C) They could read as many as 10,000 essays in a single minute.
 - D) They could grade high-school essays just like human teachers.
18. A) It needs instructions throughout the process.
- B) It does poorly on frequent, high-volume tasks.
 - C) It has to rely on huge amounts of previous data.
 - D) It is slow when it comes to tracking novel things.

Questions 19 to 21 are based on the recording you have just heard.

19. A) The engineering problems with solar power.
- B) The generation of steam with the latest technology.
 - C) The importance of exploring new energy sources.
 - D) The theoretical aspects of sustainable energy.
20. A) Drive trains with solar energy.
- B) Upgrade the city's train facilities.
 - C) Build a new ten-kilometre railway line.
 - D) Cut down the city's energy consumption.
21. A) Build a tank for keeping calcium oxide.
- B) Find a new material for storing energy.
 - C) Recover super-heated steam.

D) Collect carbon dioxide gas.

Questions 22 to 25 are based on the recording you have just heard.

22. A) The lack of supervision by both the national and local governments.

B) The impact of the current economic crisis at home and abroad.

C) The poor management of day centres and home help services.

D) The poor relation between national health and social care services.

23. A) It was mainly provided by voluntary services.

B) It mainly caters to the needs of the privileged.

C) It called for a sufficient number of volunteers.

D) It has deteriorated over the past sixty years.

24. A) Their longer lifespans.

B) Fewer home helpers available.

C) Their preference for private services.

D) More of them suffering serious illnesses.

25. A) They are unable to pay for health services.

B) They have long been discriminated against.

C) They are vulnerable to illnesses and diseases.

D) They have contributed a great deal to society.



Conversation 1 □□□□□

M: Hey, I just read a great book about physics. I think you'd like it. It's called The Physics of the World. It's written by a scientist named Sylvia Mendez.

W: Oh, I read that book. It was great. The writer is a warm and competent guide to the mysteries of physics. I think it promises enrichment for any reader, from those who know little about science to the career physicist.

M: And it's refreshing to see a strong, curious, clever woman adding her voice to the scientific discourse in a field that has been traditionally dominated by men. I think she is to be commended for making an effort to include anecdotes about little-known female scientists. You know, they were often victims of "a generation firmly convinced that the woman's place was in the home."

W: I like how the book is clearly written with each chapter brought to life by pieces of fascinating knowledge. For example, in one chapter she exposes a myth that I've heard taught by university physics professors. I've often heard that medieval glass windows are thicker at the bottom because glass "flows" like a fluid. This, she shows, is not true. The distortion is actually thanks to a peculiarity of the glassmaker's process.

M: Yeah. I like how she cultivates scientific engagement by providing a host of

do-it-yourself experiments that bring the same foundational principles of classical physics that govern everything from the solar system to your kitchen table. From using complex laws of physics to test whether a spinning egg is cooked to measuring atmospheric pressure by lifting a piece of cardboard, her hands-on examples make her book a truly interactive read.

W: Yes. I must say this equation-free book is an ideal read for scientists of all stripes, anyone teaching science and even people who dislike physics.

Questions 1 to 4 are based on the conversation you have just heard.

1. What does the woman say about the book the man recommended?
2. What can we find in the book the man recommended?
3. How does the author bring her book to life?
4. How does the book cultivate readers' interest in physics?

Conversation 2 □□□□□□

M: Hi, professor. I was hoping I could have a moment of your time if you're not too busy. I'm having some problems getting started on my dissertation, and I was hoping you could give me some advice on how to begin.

W: Sure. I have quite a few students, though. So can you remind me what your topic is?

M: The general topic I chose is aesthetics, but that's as far as I've got. I don't really know where to go from there.

W: Yeah. That's much too large a topic. You really need to narrow it down in order to make it more accessible. Otherwise, you'll be writing a book.

M: Exactly. That's what I wanted to ask you about. I was hoping it would be possible for me to change topics. I'm really more interested in nature than beauty.

W: I'm afraid you have to adhere to the assigned topic. Still, if you're interested in nature, then that certainly can be worked into your dissertation. We've talked about Hume before in class, right?

M: Oh, yeah. He's the philosopher who wrote about where our ideas of beauty come from.

W: Exactly. I suggest you go to the library and get a copy of his biography. Start from there, but remember to stick to the parameters of the assignment. This paper is a large part of your cumulative grade, so make sure to follow the instructions. If you take a look at his biography, you can get a good idea of how his life experiences manifest themselves in his theories of beauty, specifically the way he looked towards nature as the origin of what we find beautiful.

M: Great. Thanks for taking the time to answer my questions, professor. I'll let you get back to class now.

W: If there's anything else you need, please come see me in my office anytime.

Questions 5 to 8 are based on the conversation you have just heard.

5. What is the man's problem?

6. What does the professor think of the man's topic?
7. What is the man really more interested in?
8. What does the professor say the man has to do?

Passage 1 □□□□

During the Arctic winter from October to March, the average temperature in the frozen north typically hovers around minus 20 degrees Celsius. But this year, the Arctic is experiencing much higher temperatures. On February 20, the temperature in Greenland climbed above freezing or zero degrees Celsius and it stayed there for over 24 hours. Then on February 24, the temperature on Greenland's northern tip reached six degrees Celsius. Climate scientists described the phenomenon as "stunning." Weather conditions that drive this bizarre temperature surge have visited the Arctic before. They typically appear about once in a decade. However, the last such increase in temperature took place two years ago. This is troubling as climbing Arctic temperatures combined with rapid sea-ice loss are creating a new type of climate feedback loop which could accelerate Arctic warming. Indeed, sea-ice cover in the Arctic is melting faster than expected. Without those masses of cooling sea ice, warm air brought to the Arctic can penetrate further inland than it ever did before. The air can stay warmer longer, too. This drives additional melting. Overall, Earth is warming at a rapid pace - 2014 through 2017 rank as the hottest years on record - and the Arctic is warming twice as fast as anyplace else on Earth. This raises unique challenges for Arctic wildlife and indigenous people who depend on Arctic ecosystems to survive. Previously, climate forecasts predicted that Arctic summer ice would disappear entirely by around 2060. But based on what scientists are seeing now, the Arctic may be facing summers without ice within 20 years.

Questions 9 to 11 are based on the passage you have just heard.

9. What did climate scientists describe as "stunning"?
10. What does the passage say about the temperature surge in the Arctic?
11. What may occur in 20 years according to scientists' recent observations?

Passage 2 □□□

A good dose of willpower is often necessary to see any task through, whether it's sticking to a spending plan or finishing a great novel. And if you want to increase that willpower, a new study suggests you just simply have to believe you have it. According to the study, what matters most is what we think about our willpower. If we believe it's a finite resource, we act that way. We feel exhausted and need breaks between demanding mental tasks. However, people who view their willpower as a limitless resource get energized instead. The researchers used a psychological assessment tool to test the validity of the study. They asked 1,100 Americans and 1,600 Europeans to grade different statements such as "After a challenging mental activity, my energy is depleted, and I must rest to get it refueled again." or "I can focus on a mental

task for long periods without feeling tired." Although there was little difference between men and women overall, Americans were more likely to admit to needing breaks after completing mentally challenging tasks. European participants, on the other hand, claimed they were able to keep going. Based on the findings, the researchers suggest that the key to boosting your willpower is to believe that you have an abundant supply of it. "Your feelings about your willpower affect the way you behave. But these feelings are changeable," they said. "Changing your beliefs about the nature of your self-control can have positive effects on character development. This leads to healthier behaviors and perceptions of other people."

Questions 12 to 15 are based on the passage you have just heard.

12. What is often necessary for carrying through a task?
13. What is the finding of the new study?
14. What do we learn about European participants as compared with their American counterparts?
15. What do the researchers say concerning people's feelings about willpower?

Recording One □□□□

Here is my baby niece Sara. Her mom is a doctor and her dad is a lawyer. By the time Sara goes to college, the jobs her parents do are going to look dramatically different. In 2013, researchers at Oxford University did a study on the future of work. They concluded that almost one in every two jobs has a high risk of being automated by machines. Machine learning is the technology that's responsible for most of this disruption. It's the most powerful branch of artificial intelligence. It allows machines to learn from data and copy some of the things that humans can do. My company, Kaggle, operates on the cutting edge of machine learning. We bring together hundreds of thousands of experts to solve important problems for industry and academia. This gives us a unique perspective on what machines can do, what they can't do and what jobs they might automate or threaten. Machine learning started making its way into industry in the early '90s. It started with relatively simple tasks. It started with things like assessing credit risk from loan applications, sorting the mail by reading handwritten zip codes. Over the past few years, we have made dramatic breakthroughs. Machine learning is now capable of far, far more complex tasks. In 2012, Kaggle challenged its community to build a program that could grade high-school essays. The winning programs were able to match the grades given by human teachers. Now, given the right data, machines are going to outperform humans at tasks like this. A teacher might read 10,000 essays over a 40-year career. A machine can read millions of essays within minutes. We have no chance of competing against machines on frequent, high-volume tasks. But there are things we can do that machines cannot. Where machines have made very little progress is in tackling novel situations. Machines can't handle things they haven't seen many times before.

The fundamental limitation of machine learning is that it needs to learn from large volumes of past data. But humans don't. We have the ability to connect seemingly different threads to solve problems we've never seen before.

Questions 16 to 18 are based on the recording you have just heard.

16. What do the researchers at Oxford University conclude?
17. What do we learn about Kaggle company's winning programs?
18. What is the fundamental limitation of machine learning?

Recording 2 □□□□□

We've talked recently about the importance of sustainable energy. We've also talked about the different theories on how that can be done. So far, our discussions have all been theoretical. Now I have a practical question for you all. Can you run a 140,000 kilogram train on just the steam generated by solar power? Well, one engineer, Tim Castleman, believes it's possible. And his home city of Sacramento, California should see the technology's first test. As part of the upgrading of its rail yard, Castleman, who is an inventor and self-proclaimed steam visionary, is campaigning for a new steam train that runs without any fire and could run on an existing ten-kilometer line, drawing tourists and perhaps offering city commuters a green alternative to their cars. Castleman wants to build an array of solar magnifying mirrors at one end of the line to collect and focus heat onto water-filled tubes. This would generate steam that could be used to fill tanks on a small steam train without the use of fire. "Supplying power to trains in this way would offer the shortest distance from well to wheels," he says, "with the least amount of energy lost." According to Harry Valentine, a Canadian engineer who is researching modern steam technology, a special tank measuring 2 by 10 meters could store over 750 kilowatt hours of energy as high-pressure steam, enough to pull a 2-car train for an hour or so. Energy to drive a steam locomotive can be stored in other materials besides water. For example, a team at Tohoku University in Japan has studied materials that can store large amounts of heat. When heated, these materials turned from a solid into a liquid absorbing energy as they change phase. The liquid is maintained above its melting point until steam is required, at which point the liquid is allowed to turn back into a solid, releasing its stored energy. Another team at Nagoya University in Japan has tested calcium compound as an energy storage material. Heating this chemical compound drives off carbon dioxide gas, leaving calcium oxide. The gas can be stored under pressure in a tank. To recover the energy, the gas is fed back over the calcium oxide. "In theory," says Valentine, "this can create a high enough temperature to generate superheated steam."

Questions 19 to 21 are based on the recording you have just heard.

19. What has the speaker previously talked about?
20. What is Tim Castleman trying to do in Sacramento?
21. What has a Japanese research team tried to do?

Recording 3 □□□□□□□□

Today's crisis in care for older people in England has two main causes. First, people are living longer with a lot more complex needs. Second, they rely on a system that has long been marked by a poor relation between national health and social care services. Current services originate in two key measures. They are the National Health Service and the 1948 National Assistance Act. This required local governments to provide residential accommodation for older people and supervise care homes run by independent organizations. They also provided home and community services, including meals, day centers and home helpers and other subsidized services. The National Health Service was free and wholly publicly provided. It delivered the best health care for all. No such vision guided residential and community care though. The care was substantially provided by voluntary services which worked together with local authorities as they long had, with eligibility based on income. Today, life expectancy has risen from 66 for a male at best in 1948 to around 80 now. In addition, there is better overall health and improved medical knowledge in care. This means an unprecedented number of people are surviving longer in conditions requiring experts' support. Families provide at least as much care as they ever did. Even so, they can rarely, without subsidized support, address serious personal needs. Care for older people faced persistent criticism as these trends became apparent. From the early 1960s, local authorities were required to plan health and welfare services. The aim was to enable older people to remain in their own homes for as long as possible. But this increased concern about the lack of coordination between free health and paid-for social care. Through the 1970s, a number of measures sought to improve matters. However, at a time of financial crisis, funding diminished and little changed. In the 1980s, the government cut spending. Meanwhile, preference for private over public services made management even more difficult. Simultaneously, the number of sick older people grew. Governments emphasized the need to improve services. They did so, though, while doing little to stop the erosion of available aid. Services were irregular across authorities. Unless you were prepared to pay, they were increasingly difficult to obtain for any but the most severely disabled. Why has 60 years of criticism produced so little change? Discrimination against older people has a long history. Additionally, those affected by inadequate health and social care are too vulnerable to launch the protests that have addressed other forms of discrimination.

Questions 22 to 25 are based on the recording you have just heard.

22. What is one cause of the current crisis in care for the elderly in England?
23. What does the speaker say about residential and community care?
24. What made management of care for the elderly more difficult in the 1980s?
25. What does the speaker say about older people in England?

2018 □ 12 □ □□□

Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 1 to 4 are based on the conversation you have just heard.

1. A) Stop worrying about him.
B) Keep away from the statue.
C) Take a picture of him.
D) Put on a smile for the photo.
2. A) Gaining great fame on the Internet.
B) Publishing a collection of his photos.
C) Collecting the best photos in the world.
D) Becoming a professional photographer.
3. A) Surfing various websites and collecting photos.
B) Editing his pictures and posting them online.
C) Following similar accounts to compare notes.
D) Studying the pictures in popular social media.
4. A) They are far from satisfactory.
B) They are mostly taken by her mom.
C) They make an impressive album.
D) They record her fond memories.

Questions 5 to 8 are based on the conversation you have just heard.

5. A) A journal reporting the latest progress in physics.
B) An introductory course of modern physics.
C) An occasion for physicists to exchange ideas.
D) A series of interviews with outstanding physicists.
6. A) The future of the physical world.
B) The origin of the universe.
C) Sources of radiation.
D) Particle theory.

- 7. A) How matter collides with anti-matter.
B) Whether the universe will turn barren.
C) Why there exists anti-matter.
D) Why there is a universe at all.
- 8. A) Matter and anti-matter are opposites of each other.
B) Anti-matter allowed humans to come into existence.
C) The universe formed due to a sufficient amount of matter.
D) Anti-matter exists in very high-temperature environments.

Section B

Directions: In this section, you will hear two passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D. Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 9 to 11 are based on the passage you have just heard.

- 9. A) She found herself speaking a foreign language.
B) She woke up speaking with a different accent.
C) She found some symptoms of her illness gone.
D) She woke up finding herself in another country.
- 10. A) It is usually caused by a stroke or brain injury.
B) It has not yet found any effective treatment.
C) It leaves the patient with a distorted memory.
D) It often happens to people with speech defects.
- 11. A) British.
B) Irish.
C) Russian.
D) Australian.

Questions 12 to 15 are based on the passage you have just heard.

- 12. A) Water sports.
B) Racing in rivers.
C) Stories about women swimmers.
D) Books about swimming.
- 13. A) She succeeded in swimming across the English Channel.
B) She published a guide to London's best swimming spots.
C) She told her story of adventures to some young swimmers.
D) She wrote a book about the history of swimwear in the UK.
- 14. A) They loved vacationing on the seashore.

- B) They had a unique notion of modesty.
 - C) They were prohibited from swimming.
 - D) They were fully dressed when swimming.
15. A) She designed lots of appropriate swimwear for women.
- B) She once successfully competed against men in swimming.
 - C) She was the first woman to swim across the English Channel.
 - D) She was an advocate of women's right to swim in public pools.

Section C

Directions: In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D. Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 16 to 18 are based on the recording you have just heard.

16. A) Build a machine that can detect lies.
- B) Develop a magnetic brain scanner.
 - C) Test the credibility of court evidence.
 - D) Win people's complete trust in them.
17. A) They are optimistic about its potential.
- B) They are sceptical of its reliability.
 - C) They think it is but business promotion.
 - D) They celebrate it with great enthusiasm.
18. A) It is not to be trusted at all.
- B) It does not sound economical.
 - C) It may intrude into people's privacy.
 - D) It may lead to overuse in court trials.

Questions 19 to 21 are based on the recording you have just heard.

19. A) Most of its residents speak several languages.
- B) Some of its indigenous languages are dying out.
 - C) Each village there speaks a totally different language.
 - D) Its languages have interested researchers the world over.
20. A) They are spread randomly across the world.
- B) Some are more difficult to learn than others.
 - C) More are found in tropical regions than in the mild zones.
 - D) They enrich and impact each other in more ways than one.
21. A) They used different methods to collect and analyze data.
- B) They identified distinct patterns of language distribution.
 - C) Their conclusions do not correspond to their original hypotheses.

D) There is no conclusive account for the cause of language diversity.

Questions 22 to 25 are based on the recording you have just heard.

22. A) Its middle-class is disappearing.
B) Its wealth is rationally distributed.
C) Its population is rapidly growing.
D) Its cherished dream is coming true.
23. A) Success was but a dream without conscientious effort.
B) They could realize their dreams through hard work.
C) A few dollars could go a long way.
D) Wealth was shared by all citizens.
24. A) Better working conditions.
B) Better-paying jobs.
C) High social status.
D) Full employment.
25. A) Reduce the administrative costs.
B) Adopt effective business models.
C) Hire part-time employees only.
D) Make use of the latest technology.



Conversation One □□□□□□□□

M: Do you mind taking my photo with the statue over there? I think it will make a great shot.

W: Sure, no worries. You're always taking photos. What do you do with all the photos you take?

M: Well, don't laugh. My dream is to become an online celebrity of sorts.

W: You are not serious, are you?

M: I am, completely. I just got the idea a few months ago after posting some holiday photos on my social media accounts. A lot of people liked my photos and started asking me for travel tips. So I figured I'd give it a go. I post a lot on social media anyway. So I've got nothing to lose.

W: I guess that's true. So what do you have to do to become Internet famous?

M: Surprisingly a lot more than I did as a hobby. Recently, I've been spending a lot more time editing photos, posting online and clearing storage on my phone. It's always full now.

W: That doesn't sound like too much work.

M: Well, there's more to it. I spent all last weekend researching what topics are popular, what words to use in captions and similar accounts to follow. It really was a lot to take in. And I was up well past midnight. I'd say it's paying

off though. I increased the number of people following my accounts by 15% already.

W: That is impressive. I guess I never thought much about all the effort behind the scene. Now that I think about it, there's always something wrong with my photos as it is—half smile, closed eyes, messy hair. I hope you have better luck than I do. Then again, I think the only person interested in my photos is my mom.

Questions 1 to 4 are based on the conversation you have just heard.

1. What does the man ask the woman to do?
2. What does the man dream of?
3. What has the man been busy doing recently?
4. What does the woman say about her photos?

Conversation Two □□□□□□□□□□

M: Good evening and welcome to Physics Today. Here we interview some of the greatest minds in physics as they help us to understand some of the most complicated theories. Today, I'm very pleased to welcome Dr. Melissa Phillips, professor of theoretical physics. She's here to tell us a little about what it is she studies. Dr. Phillips, you seem to study everything.

W: I guess that would be fair to say I spent most of my time studying the Big Bang theory and where our universe came from.

M: Can you tell us a little about that?

W: Well, I'm very interested in why the universe exists at all. That may sound odd, but the fact is at the moment of the Big Bang, both matter and anti-matter were created for a short time, and I mean just a fraction of a second. The whole universe was a super-hot soup of radiation filled with these particles. So what's baffled scientists for so long is "why is there a universe at all?"

M: That's because matter and anti-matter are basically opposites of each other. They are exactly alike except that they have opposite electrical charges. So when they collide, they destroy each other?

W: Exactly. So during the first few moments of the Big Bang, the universe was extremely hot and very small. Matter and the now more exotic anti-matter would have had little space to avoid each other. This means that they should have totally wiped each other out, leaving the universe completely barren.

M: But a recent study seems to point to the fact that when matter and anti-matter were first created, there were slightly more particles of matter, which allowed the universe we all live in to form?

W: Exactly. Because there was slightly more matter, the collisions quickly depleted all the anti-matter and left just enough matter to create stars, planets and eventually us.

Questions 5 to 8 are based on the conversation you have just heard.

5. What does the man say is Physics Today?
6. What is the woman physicist's main research area?

7. What is the woman interested in?
8. What seems to be the finding of the recent study?

Passage One □□□□□□

In this week's edition of special series on Bizarre Medical Conditions, there is a report of the case of Michelle Myers. Myers is an American woman who woke up one day speaking with a British accent, even though she's lived in the United States all her life. In 2015, Myers went to bed with a terrible headache. She woke up sounding like someone from England. Her British accent has remained for the past two years. Previously, Myers had woken up speaking in Irish and Australian accents. However, on both of those occasions, the accents lasted for only a week. Myers has been diagnosed with Foreign Accent Syndrome. It's a disorder in which a person experiences a sudden change to their speech so that they sound like they're speaking in a foreign accent. The condition is most often caused by a stroke or traumatic brain injury. Although people with the syndrome have intelligible speech, their manner of speaking is altered in terms of timing and tongue placement, which may distort their pronunciation. The result is that they may sound foreign when speaking their native language. It's not clear whether Myers has experienced a stroke or other brain damage, but she also has a separate medical condition, which can result in loose joints, easily bruised skin and other problems. Foreign Accent Syndrome is rare, with only about 60 cases reported within the past century. However, a different American woman reportedly spoke with the Russian accent in 2010 after she fell down the stairs and hit her head.

Questions 9 to 11 are based on the passage you have just heard.

9. What happened to Michelle Myers one day?
10. What does the passage say about Foreign Accent Syndrome?
11. What accent did another American woman speak with after a head injury?

Passage Two □□□□□□

There is something about water that makes it a good metaphor for life. That may be one reason why so many people find relief in swimming when life's seas get rough. And it goes some way towards explaining why books about swimming, in which people tackle icy lakes, race in rivers and overcome oceans while reflecting on their lives, have recently become so popular. These books reflect a trend, particularly strong in Britain, where swimming in pools is declining, but more and more folks are opting for open water. "Wild swimming" seems to be especially popular among women. Jenny Landreth recently published a guide to the best swimming spots in London. Her new book, *Swell*, interweaves her own story with a history of female pioneers who accomplished remarkable feats and paved the way for future generations. Notions of modesty restricted women in the Victorian era, but they still swam. A "bathing machine" was rolled down to the seashore so women would not be seen in swimwear. In 1892, *The Gentlewoman's Book of Sport* described a

woman swimming in a heavy dress, boots, hat, gloves and carrying an umbrella. Eventually, swimming became freer. Mixed bathing was permitted on British beaches in 1901. Women won the right to swim in public pools, learned to swim properly, created appropriate swimwear and, in time, even competed against men. The first woman to cross the English Channel was Gertrude Ederle in 1926. She beat the record by almost two hours and her father rewarded her with a red sports car.

Questions 12 to 15 are based on the passage you have just heard.

12. What has become so popular recently?
13. What did Jenny Landreth do recently?
14. What do we learn about women in the Victorian era?
15. What does the passage say about Gertrude Ederle?

Recording One □□□

Today I'm going to talk about a very special kind of person. Psychologists call them "masters of deception," those rare individuals with a natural ability to tell with complete confidence when someone is telling a lie. For decades, researchers and law enforcement agencies have tried to build a machine that will do the same thing. Now a company in Massachusetts says that by using magnetic brain scans they can determine with 97% accuracy whether someone is telling the truth. They hope that the technology will be cleared for use in American courts by early next year. But is this really the ultimate tool for you, the lawyers of tomorrow? You'll not find many brain scientists celebrating this breakthrough. The company might be very optimistic, but the ability of their machine to detect deception has not provided credible proof. That's because the technology has not been properly tested in real-world situations. In life, there are different kinds of lies and diverse context in which they're told. These differences may elicit different brain responses. Does their hypothesis behind the test apply in every case? We don't know the answer, because studies done on how reliable this machine is have not yet been duplicated. Much more research is badly needed. Whether the technology is eventually deemed reliable enough for the courts will ultimately be decided by the judges. Let's hope they're wise enough not to be fooled by a machine that claims to determine truthfulness at the flick of a switch. They should also be skeptical of the growing tendency to try to reduce all human traits and actions to the level of brain activity. Often, they do not map that easily. Moreover, understanding the brain is not the same as understanding the mind. Some researchers have suggested that thoughts cannot properly be seen as purely "internal." Instead, thoughts make sense only in reference to the individual's external world. So while there may be insights to be gained from matching behavior to brain activity, those insights will not necessarily lead to justice in a court of law. Problems surround the use of machines to spot deception, at least until it has been rigorously tested. A high-tech test that can tell when a person is not telling the truth sounds too good to be true.

And when something sounds too good to be true, it usually is.

Questions 16 to 18 are based on the recording you have just heard.

16. What have researchers and law enforcement agencies tried to do?
17. How do many brain scientists respond to the Massachusetts company's so-called technological breakthrough?
18. What does the speaker think of using a high-tech test to determine whether a person is telling the truth?

Recording Two □□□□

Last week I attended a research workshop on an island in the South Pacific. Thirty people were present and all except me came from the island, called Makelua, in the nation of Vanuatu. They live in 16 different communities and speak 16 distinct languages. In many cases, you could stand at the edge of one village and see the outskirts of the next community. Yet the residents of each village speak a completely different language. According to recent work by my colleagues at the Max Planck Institute for the Science of Human History, this island, just 100 kilometers long and 20 kilometers wide, is home to speakers of perhaps 40 different indigenous languages. Why so many? We could ask the same question of the entire globe. People don't speak one universal language, or even a handful. Instead, today our species collectively speaks over 7,000 distinct languages, and these languages are not spread randomly across the planet. For example, far more languages are found in tropical regions than in the mild zones. The tropical island of New Guinea is home to over 900 languages. Russia, 20 times larger, has 105 indigenous languages. Even within the tropics, language diversity varies widely. For example, the 250,000 people who live on Vanuatu's 80 islands speak 110 different languages, but in Bangladesh, a population 600 times greater speaks only 41 languages. How come humans speak so many languages? And why are they so unevenly spread across the planet? As it turns out, we have few clear answers to these fundamental questions about how humanity communicates. Most people can easily brainstorm possible answers to these intriguing questions. They hypothesize that language diversity must be about history, cultural differences, mountains or oceans dividing populations. But when our diverse team of researchers from six different disciplines and eight different countries began to review what was known, we were shocked that only a dozen previous studies had been done, including one we ourselves completed on language diversity in the Pacific. These prior efforts all examined the degree to which different environmental, social and geographic variables correlated with the number of languages found in a given location. The results varied a lot from one study to another, and no clear patterns emerged. The studies also ran up against many methodological challenges, the biggest of which centered on the old statistical saying - correlation does not equal causation.

Questions 19 to 21 are based on the recording you have just heard.

19. What does the speaker say about the island of Makelua?
20. What do we learn from the talk about languages in the world?
21. What have the diverse team of researchers found about the previous studies on language diversity?

Recording Three □□□□□□

We often hear people say that America is a land of opportunity, a country built on hope to aspire the greatness on the American dream. But is the dream as we once knew it dying? Today's demographics show that the middle-class is disappearing and now the richest 1% of the population has mastered more wealth than the bottom 90%. Once upon a time, Americans thought that if they worked hard enough, even in the phase of adversity, they would be rewarded with success. These days, though, the divide between rich and poor is greater than it has ever been. The question is, what is it going to take to change things? Maybe one day soon real change will actually be made in our nation and the gap will be eradicated. But what happens in the meantime? Is there something that we can do to help close the gap? Is there something that we can do to prove that a little compassion goes a long way? If we want to fix the problem of the income gap, first, we have to understand it. It is a grim reality that you can have one person who only makes around \$13,000 a year, or across town, another is making millions. For me, it is kind of astonishing. And if you ask low-income people what's the one thing that will change their life, they'll say "a full-time job." That's all they aspire to. So why is it so difficult for so many people to find employment? It partly comes down to profit-driven business models that are built around low-wage work and part-time jobs that don't provide benefits. Businesses, in order to boost profits, hire employees as part-time workers only. This means they are paid the lowest legal wage and receive no health care or other benefits provided to full-time employees. Simultaneously, technological advancement and a global economy has reduced the demand for well-paying blue-collar jobs here in the United States. The cumulative effect of these two factors is that many Americans are forced to take two or more part-time jobs, just to make ends meet. What has become obvious to me when it comes to the income gap is that there needs to be an opportunity for the people at the bottom to push them back up and push them into the middle-class to give them hope in their lives.

Questions 22 to 25 are based on the recording you have just heard.

22. What do the surveys show about America according to the speaker?
23. What did Americans use to believe?
24. What do low-income people aspire to?
25. What do businesses do to increase their revenues?



2016 □ 6 □ □□

1-4 DADB 5-8 ABCC 9-11 BAC 12-15 ADDB 16-18 DBA 19-22 CBDD 23-25 AAC

2016 □ 6 □ □□

1-4 ABCD 5-8 ABBC 9-11 CDB 12-15 ADAC 16-18 ABC 19-22 DDCC 23-25 BDA

2016 □ 12 □ □□

1-4 CADA 5-8 CBAB 9-12 DCCC 13-15 DDA 16-18 CBD 19-22 CBAC 23-25 DAB

2016 □ 12 □ □□

1-4 CCAB 5-8 CADA 9-12 CABC 13-15 DAD 16-18 DBC 19-22 BDCA 23-25 ACD

2017 □ 6 □ □□

1-4 BBAC 5-8 DCAD 9-12 CDCB 13-15 CDA 16-18 BDA 19-22 DCCA 23-25 BBA

2017 □ 6 □ □□

1-4 ABAD 5-8 CDCA 9-12 BDCB 13-15 DDC 16-18 BAA 19-22 DBCA 23-25 CDB

2017 □ 12 □ □□

1-4 CBDA 5-8 BDCC 9-11 ADC 12-15 ABBD 16-18 DBA 19-22 BCBA 23-25 ACD

2017 □ 12 □ □□

1-4 ADBC 5-8 BACD 9-11 BCD 12-15 ADCB 16-18 CDA 19-22 DABC 23-25 BDA

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1-4 BADC 5-8 BADD 9-11 CAC 12-15 BCAB 16-18 DAB 19-21 DCA 22-25 CADB

2018 □ 6 □ □□

1-4 DAAC 5-8 DBCB 9-11 CBA 12-15 BCDB 16-18 CDA 19-21 ACD 22-25 ABDC

2018 □ 12 □ □□

1-4 ABCD 5-8 DABC 9-11 ACB 12-15 CDAB 16-18 ADC 19-21 DAB 22-25 DACB

2018 □ 12 □ □□

1-4 CABA 5-8 DBDC 9-11 BAC 12-15 DBDC 16-18 ABA 19-21 CCD 22-25 ABDC